

PRESENTED BY

*Northern Illinois  
State Normal School.*











10. 1143  
51

THE  
**NORTHERN ILLINOIS  
STATE NORMAL  
SCHOOL QUARTERLY**

---

**DE KALB, ILLINOIS**

---

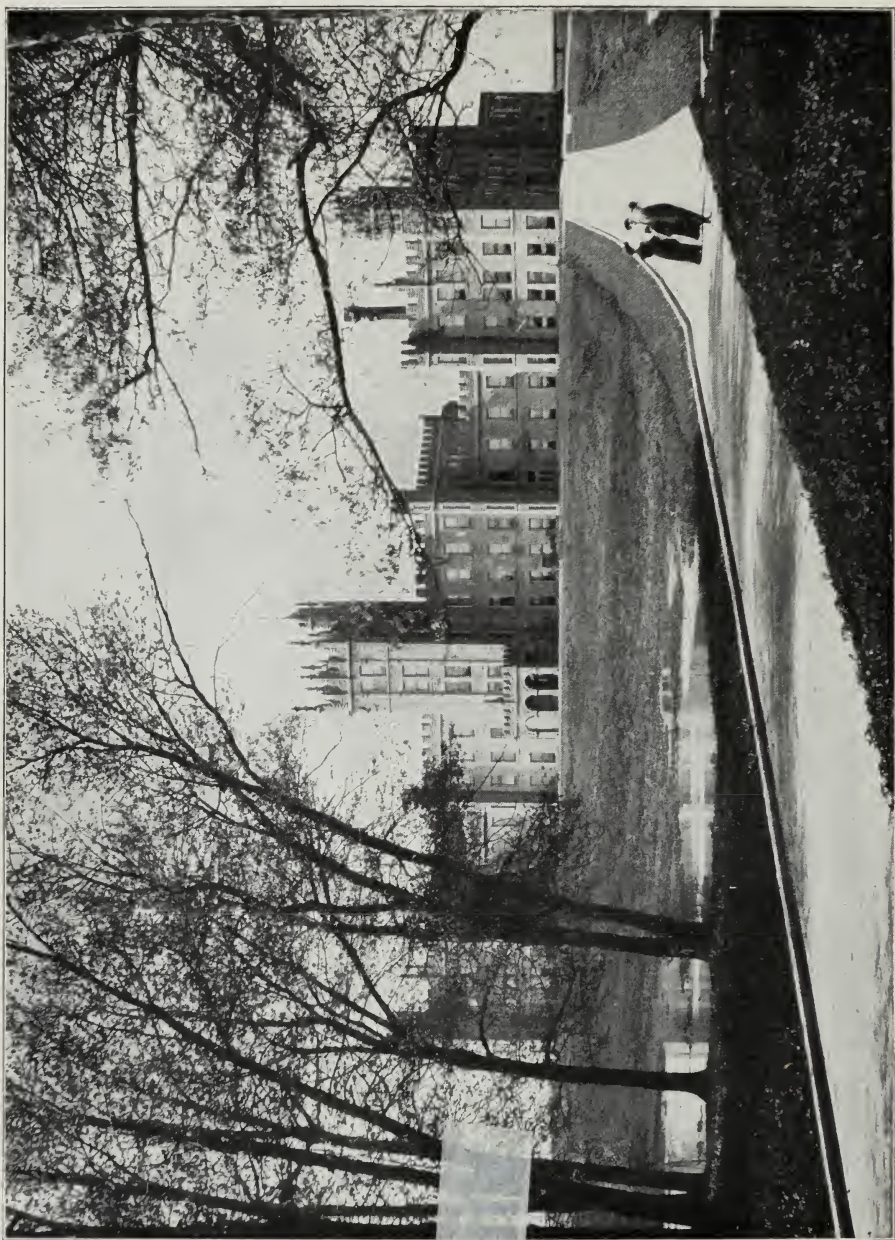
**Volume V.                      AUGUST, 1907.                      No. 1.**

**Published by The Northern Illinois State Normal School, in  
February, May, August and November.**





THE  
JOHN CRERAR  
LIBRARY



THE  
NORTHERN ILLINOIS  
STATE NORMAL SCHOOL  
QUARTERLY

DE KALB, ILLINOIS.

---

Volume V.

AUGUST, 1907.

No. 1.

---

ANNOUNCEMENTS

COURSES OF STUDY  
NAMES OF FACULTY, STUDENTS  
AND ALUMNI

1906-7

REW

EIGHTH YEAR

Ending August 2, 1907





## CALENDAR FOR 1907-1908

---

### FALL TERM.

Monday, September 9, Enrollment and Assignment of Work.  
Tuesday, September 10, . . . . . Recitations begin at 8:30, A. M.  
Friday, December 20, . . . . . Term Closes at Noon.

### WINTER TERM.

Monday, December 30, Enrollment and Assignment of Work.  
Tuesday, December 31, . . . . . Recitations begin at 8:30, A. M.  
Friday, March 20, . . . . . Term Closes at Noon.

### SPRING TERM.

Monday, March 30, . . . Enrollment and Assignment of Work.  
Tuesday, March 31, . . . . . Recitations begin at 8:30, A. M.  
Wednesday, June 17, . . . . . Term Closes at Noon.  
Thursday, June 18, . . . Annual Commencement at 9:30, A. M.

### SUMMER TERM.

Monday, June 22, . . . Term of Six Weeks Opens at 8:45, A. M.

---

## BOARD OF TRUSTEES.

---

HON. ADAMS A. GOODRICH, President, The Rookery, Chicago  
J. J. McLALLEN, Secretary . . . . . Aurora  
HON. ALFRED BAYLISS, Superintendent of Public  
Instruction and member ex-officio . . . . . Springfield  
ISAAC L. ELLWOOD . . . . . DeKalb  
I. F. EDWARDS . . . . . Dixon  
LEROY A. GODDARD, Fort Dearborn National Bank, Chicago  
JOHN H. LEWIS, Treasurer . . . . . DeKalb

370.7193  
51

11-10-1907  
172518

## FACULTY.

---

JOHN WILLISTON COOK, A. M., LL. D.,  
President and Professor of Psychology.

NEWELL DARROW GILBERT, A. M.,  
Director of Training Department and Teacher of School  
Management.

EDWARD CARLTON PAGE, A. B.,  
Professor of History and Geography.

EDGAR F. RILEY, Ph. D.,  
Professor of Pedagogy and Assistant in Psychology.

FRED LEMAR CHARLES, M. S.,  
Professor of Biology and Head of Science Department.

SWEN FRANKLIN PARSON,  
Professor of Mathematics.

MARY E. CHAMBERLAIN,  
Professor of Drawing.

ROSE L. HUFF,  
Professor of Music.

IDA S. SIMONSON, B. L.,  
Professor of Literature.

JENNIE E. FARLEY,  
Professor of Reading and Elocution.

MARION WELLER, A. B.,  
Professor of Geography.

MARY ROSS WHITMAN, A. B.,  
Professor of Ancient and Modern Languages.

JOSEPHINE THORNDIKE BERRY, A. B., B. S.,  
Professor of Domestic Science.

SEYMOUR L. SMITH,  
Professor of Manual Training.

ANNA PARMELEE,  
Assistant in Mathematics.

JESSICA FOSTER,  
Teacher of Physical Training.

NELSON A. KELLOGG, A. B.,  
Assistant in Ancient and Modern Languages.

CHARLES W. WHITTEN, A. B.,  
Assistant in Science.

## FACULTY—*Continued.*

---

JESSIE REBECCA MANN,  
Assistant in Science.

FRANK K. BALTHIS.  
Gardener.

LUTHER A. HATCH,  
Principal of Training School.

MRS. LIDA B. McMURRY,  
Critic Teacher Primary Grades.

HELEN F. CARPENTER,  
Assistant.

ADDIE L. McLEAN,  
Critic Teacher Intermediate Grades.

EDITH S. PATTEN, Ph. B.,  
Critic Teacher Grammar Grades.

BERTHA HENDERSON,  
Critic Teacher Seventh and Eighth Grades, Glidden School.

BERTHA D. GOODYEAR,  
Critic Teacher Fifth and Sixth Grades, Glidden School.

EDITH M. HULL,  
Critic Teacher Third and Fourth Grades, Glidden School.

KATE A. BRUNDAGE,  
Critic Teacher First and Second Grades, Glidden School.

MADELEINE WADE MILNER,  
Librarian.

JOSEPHINE MARIE JANDELL,  
Assistant Librarian.

LYNDETH C. LUND,  
Clerk.

GEORGE W. SHOOP,  
Superintendent of Building.

JAMES A. CLARK,  
Engineer and Electrician.

ADDITIONAL TEACHERS FOR THE SUMMER  
SCHOOL.

MISS EDITH M. McLAUGHLIN.

GEORGE W. SMITH.

H. T. SWIFT.

LEONARD HEGNAUR.

VIRGINIA HART.

MISS HELEN COLLINS.

MISS E. MARGARET STRAUCHON.



# Northern Illinois State Normal School

---

The Northern Illinois State Normal School was established by an act of the General Assembly in 1895. It exists for the exclusive purpose of preparing teachers for the common schools of Illinois. It is located in DeKalb. The town contains a population of eight thousand. It is situated on the Omaha division of the Chicago and Northwestern Railway, on a branch of the Chicago Great Western, and on the Northern Illinois. It is fifty-eight miles from Chicago. It is easily reached from any part of Northern Illinois. The town has fine water, electric lights, paved streets, an electric road to the Normal School and to the County Seat. It is at the center of a most fertile and prosperous country and has a healthful and bracing climate.

The Normal School building is one of the finest structures thus far erected for normal school purposes in this country. It is three hundred seventy-one feet long and two hundred fifty feet in extreme depth. It contains a spacious auditorium capable of seating twelve hundred, plenty of good class rooms, fine library accommodations and laboratories, and a large gymnasium equipped with baths. With a fine art room, an excellent shop for manual training, a school garden, a greenhouse, domestic science rooms, suitable halls for literary societies, a spacious lecture room, and apartments for student enterprises of various kinds, nothing is lacking for a complete equipment. The campus contains sixty-seven acres of diversified surface and includes a fine athletic field, and grand stand with baths.

## CONDITIONS OF ADMISSION.

There are seven ways of entering the school:

First—A course of one year will be offered to graduates of reputable colleges, who will be admitted upon presentation of their diplomas.

Second—Graduates of good high schools having four-year courses will be admitted to a two-year course upon presentation of their diplomas. These high schools will be designated as “accredited schools.”

Third—There are many schools with shorter courses whose graduates will be admitted to a three-year course upon presentation of their diplomas. These schools form a second group of “accredited schools.”

Fourth—Persons holding a teacher’s certificate will be admitted to the three-year course without examination.

Fifth—Students who have been connected with other State Normal Schools can enter upon presentation of their records if they have been honorably discharged from such institutions. All work done in such institutions will be passed to their credit here.

Sixth—The act establishing the institution provides that county superintendents of schools may appoint suitably prepared persons to scholarships. Such persons will be admitted to the proper course upon presentation of their certificates of appointment.

Seventh—There are many persons who have none of the above qualifications and yet are well prepared to do work in the Normal School. Such persons should correspond with the president with regard to admission.

Eighth—Graduates of country schools will be admitted to a four-year course upon presentation of their certificate of graduation.

Ninth—Winners in the competitive township examination provided for by the General Assembly will be admitted to a four-year course. They will be permitted considerable freedom of choice in their studies.

We have no preparatory department. If you are in doubt as to your qualifications write to the president and the matter can be determined ordinarily by correspondence.

## *The Northern Illinois State Normal School.*

Every candidate should present a certificate of good moral character signed by some responsible person. This will be insisted upon in all cases.

### BOARDING.

Nearly all of the students of this institution board in clubs. There are several large club houses especially constructed and completely furnished for the accommodation of students, near the school building. They contain large dining rooms and are fitted with all the modern conveniences for dormitory purposes. In addition to these there are many private houses near good boarding clubs, in which admirable rooms may be rented at reasonable rates. The accommodations are excellent in quality, are ample in quantity, and are within a few minutes' walk of the school.

Boarding places can be secured by correspondence, although it is better to defer the selection of rooms until they can be inspected personally. The portion of the town occupied by the students is almost entirely new and has been made peculiarly attractive by public spirited citizens. Very pleasant homes are thus made available at moderate prices. Representatives of the boarding clubs are deputed to meet incoming trains and to aid students in securing satisfactory places. A twenty-five cent omnibus meets the trains and when strangers are in doubt as to what to do they are advised to go at once to the office of the president, who will give them personal attention.

### EXPENSES.

Excellent board including room can be secured at from three and a half to four dollars a week. The incidental expenses are substantially what you make them and vary for different persons. No tuition is charged. The only expense connected with instruction is a term fee of two dollars, which is payable in advance at the beginning of each term. The expense for books and stationery is about twenty-five dollars for the full course.

## COURSE OF STUDY.

Six courses of study are offered; a one-year course for college and Normal school graduates, a two-year course for graduates of the best high schools, a three-year course for graduates of high schools with shorter courses and for others of similar preparation, a four-year course for those desiring a more liberal training, a four-year course for graduates of country schools desiring to become teachers, and a four-year course for winners in the township competitive examinations.

The one-year course is determined by conference with the candidate. It is composed of professional studies and practice in the Training School. At least twelve credits will be required, not less than two of which must be teaching credits.

## TEACHING.

All teaching is done in the city schools of DeKalb. Two schools are used for this purpose. One of them is in the Normal building; the other is the Glidden School. Each is an eight-grade school and is equipped with all of the modern facilities.

Only half-day work is done unless pupils prefer to teach the whole day. The teacher either takes charge of a room or acts as an assistant. At least one term of room charge is necessary for the completion of the course. This work must receive the approval of the supervising critic in order to gain a passing credit. Two terms of this work are required unless the teacher shows so marked a degree of proficiency as to indicate that the time could be more advantageously devoted to the study of some of the regular or elective courses. In such a case two subjects may be taken instead. Students who are engaged in teaching attend all teachers' meetings of their grade.

## ILLUSTRATIVE LESSONS.

For the illustration of critical methods in dealing with class exercises, illustrative lessons are given each week. These lessons are conducted by critic teachers, by teachers



## *The Northern Illinois State Normal School.*

from the Normal department, or by students who have shown unusual skill in the training school. The classes are selected successively from the grades of the training school. The exercises are freely criticised in the light of pedagogical principles. Pupil teachers are required to attend.

In the development of the various subjects of the curriculum that bear immediately upon the work of the grades, similar exercises are employed in the regular classes of the Normal department. The teacher of grammar, for instance, desiring to show how a certain phase of the subject should be presented to a class of children, employs a class from the training school for that purpose. By means of such exercises and by their free discussion a pedagogical consciousness is awakened in the Normal students, and they are thus led to a conscious application of the principles of teaching and to self-criticism of their success in applying them.

### THE LIBRARY.

An admirable library of more than twelve thousand volumes, quite fairly catalogued, is available for the use of the students. A competent librarian and assistant are always present to render needed assistance. The library is open from eight o'clock to five every school day and from eight to twelve on Saturday.

### GYMNASIUM.

A spacious gymnasium furnished with bowling alley, baths, dressing rooms and suitable apparatus, is one of the features of the institution. For field work there is a fine athletic field with track and grand stand.

### MANUAL TRAINING.

A shop furnishes an excellent opportunity for observation of pupils' work and for the acquisition of those phases of manual training that can be introduced at moderate expense into ordinary schools.

### DOMESTIC SCIENCE.

A well equipped domestic science department with a highly competent director furnishes courses that are intend-

ed more especially for the seniors, but special students are at liberty to elect them.

#### STUDENT ORGANIZATIONS.

1. The Ellwood Literary Society. Meetings on Saturday evenings.

2. The Glidden Literary Society. Meetings on Saturday evenings.

3. Young Women's Christian Association, with a suitable room.

These associations extend a hearty welcome to all prospective students. They are important factors in the school life, and their members take an active interest in the welfare of every student. Upon arriving at DeKalb those who come for the first time should look for young men wearing the badge of the institution, who will be on hand to assist in finding agreeable homes.

4. The Ellwood Basket Ball Team.

5. The Glidden Basket Ball Team.

6. The Foot Ball Team.

7. The Base Ball Team.

8. The Treble Clef Society.

9. The Choral Society.

#### "THE NORTHERN ILLINOIS."

"The Northern Illinois" is a monthly magazine published in the-interest of the school and managed by a board of directors selected by the student body.

#### "THE NORTHER."

"The Norther" is published once a year by the Senior class.

### COURSES OF STUDY.

---

#### ONE YEAR COURSE.

Ten term credits, five hours a week, and one term of half-day teaching and room charge in the training school are required. The particular subjects to be pursued will be determined for each candidate after a personal conference.

*The Northern Illinois State Normal School.*

THE TWO-YEAR COURSE.

I.	II.	III.
Geography.....4	Reading.....4	Grammar.....4
Drawing .....1—5	Drawing .....1—5	Drawing.....1—5
Biology .....4	Biology.....4	Biology.....4
Drawing.....1—5	Drawing.....1—5	Drawing.....1—5
Arithmetic .....4	History .....4	History.....4
Music.....1—5	Music.....1—5	Music.....1—5
Psychology.....4	Psychology .....4	Psychology.....4
Music.....1—5	Music.....1—5	Music.....1—5
Physical Train- ing.....2	Physical Train- ing.....2	Physical Training 2
	Themes.....1	

IV.	V.	VI.
Teaching or 2 electives.....10	Teaching or 2 electives.....10	Teaching or 2 electives.....10
Physics.....5	Algebra .....5	Geometry.....5
Literature.....4	History of Edu- cation.....4	Philosophy of Education.....4
School Manag't..1—5	School Manag't 1—5	School Manag't 1—5
Themes...1		

THE THREE-YEAR COURSE.

I.	II.	III.
Reading.....5	Meteorology.....5	Pedagogy.....4
History.....5	Arithmetic.....5	Drawing.....1—5
Grammar.....4	Geography.....4	Geography.....4
Drawing.....1—5	Drawing.....1—5	Music.....1—5
Arithmetic.....4	Grammar.....4	Algebra.....4
Drawing .....1—5	Drawing.....1—5	Drawing.....1—5
Music.....2	Music.....2	Nature Study.....4
Physical Train- ing .....2—4	Physical Train- ing .....2—4	Music.....1—5
	Themes.....1	Physical Training 2
		Themes.....1
IV.	V.	VI.
Algebra or Latin 5	Geometry.....5	Geometry or Latin 5
Ancient History 5	Latin or Litera- ture.....5	Literature.....5
Psychology.....4	Psychology .....4	Psychology.....4
Drawing .....1—5	Drawing.....1—5	Drawing....1—5
Biology .....4	Biology .....4	Biology.....4
Drawing ..1—5	Drawing.....1—5	Drawing.....1—5
Themes.....1	Themes.....1	

*Catalogue and Course of Study.*

VII.		VIII.		IX.	
Teaching or 2 electives.....	10	Teaching or 2 electives.....	10	Teaching or 2 electives.....	10
Physics.....	5	Chemistry.....	5	Physical Geog.....	5
Rhetoric.....	4	Civics.....	4	Philosophy of Education.....	4
School Manag't 1—5		School Manag't 1—5		School Manag't... 1—5	

\*THE FOUR-YEAR COURSE.

FIRST YEAR.

First Term.		Second Term.		Third Term.	
Latin Grammar and Reader.....	5	Latin Grammar and Easy Reading....	5	Caesar and Composi- tion.....	5
Geography.....	4	English Grammar..	4	Pedagogy.....	4
History.....	5	Arithmetic.....	5	Algebra.....	4
Arithmetic.....	4	Reading.....	5	Biology.....	4
Music.....	2	Music.....	2	Music.....	2

SECOND YEAR.

First Term.		Second Term.		Third Term.	
Caesar and Com- position.....	5	Caesar.....	5	Cicero and Compos'n	5
Algebra.....	5	Biology.....	4	Literature.....	5
Biology.....	4	Geometry.....	5	Biology.....	4
History.....	5	Literature.....	5	Geometry.....	5
Drawing.....	2	Drawing.....	2	Drawing.....	2

THIRD YEAR.

First Term.		Second Term.		Third Term.	
Cicero and Compo- sition.....	5	Ovid.....	5	Vergil.....	5
Rhetoric.....	4	German or Greek..	5	German or Greek...	5
German or Greek..	5	Psychology.....	4	Psychology.....	4
Psychology.....	4	Civics or Political		Literature or Physi- cal Geography....	5
Drawing.....	2	Economy.....	4	Drawing.....	2
		Drawing.....	2		

FOURTH YEAR.

First Term.		Second Term.		Third Term.	
Vergil or Physics..	5	German or Greek..	5	Philosophy of Ed- ucation.....	4
German or Greek... 5		Livy or Physics... 5		German or Greek or Chemistry.....	5
Teaching.....	10	Teaching.....	10	School Management	1
School Managem't.. 1		School Managem't. 1		Teaching.....	10

\*The requirements for admission to this course are the same as for the three-year course.

## ELECTIVES AND SUBSTITUTIONS.

Substitutions for some of the studies may be made. In such cases evidence that such studies have been pursued elsewhere should be submitted.

ELECTIVES.	ELECTIVES.	ELECTIVES.
Fall Term.	Winter Term.	Spring Term.
Latin..... 5	Latin..... 5	Latin .... 5
German..... 5	German..... 5	German..... 5
Literature..... 5	Literature..... 5	Literature..... 5
Sociology..... 5	Sociology..... 5	Sociology..... 5
Ethics..... 5	Ethics. .... 5	Oratory..... 5
Oratory..... 5	Astronomy ..... 5	Drawing..... 5
Drawing..... 5	Drawing..... 5	Physiography..... 5
Logic..... 5	Civics..... 4	Political Economy.... 5
English History.... 5	History of Educa-	Geology..... 5
Advanced Nature	tion.. .... 4	Advanced Nature
Study..... 5	Rhetoric ..... 4	Study and Agri-
	History of Illinois 5	culture..... 5
	Chemistry..... 5	
	Advanced Nature	
	Study..... 5	

An educational thesis of not less than fifteen hundred words is required of each candidate for graduation. Weekly exercises in composition extend through the whole course.

Two terms of half-day teaching are required. When in charge of rooms only two studies are required.

## SPECIAL STUDENTS.

Persons desiring special work can be accommodated if sufficiently prepared to take such studies profitably. Selections can be made from the following courses and from the work of the regular courses. Teachers of experience who desire to fit themselves for better positions are especially invited to correspond with the president with reference to the facilities offered here for superior disciplines.

## ELECTIVES IN SPECIAL METHOD

### FIRST, SECOND AND THIRD GRADES.

Fall Term.	Winter Term.	Spring Term.
1. Liter'ature and writ- ten language.	1. Reading and num- ber.	1. Nature study and home geography.
2. Drawing.	2. Construction work	2. Psychology:
3. Music.	and manual train- ing.	a. Culture of the feelings.

## Catalogue and Course of Study.

- |  |  |  |
|--|--|--|
| 4. Psychology:<br>a. Sense organs.<br>b. Fatigue.<br>c. Pathological conditions. | 3. Psychology:<br>a. The knowledge process.<br>b. The School problem.<br>4. Physical training and games. | b. Will training.<br>3. Study of class exercises.<br>4. Child study. |
|--|--|--|

### FIFTH AND SIXTH GRADES.

- |  |  |   |
|--|--|---|
| 1. Literature and reading.<br>2. Language work.<br>3. Psychology.<br>Same as above.<br>4. Manual training. | 1. Drawing.<br>2. Music.<br>3. Arithmetic.<br>4. Psychology.<br>Same as above. | 1. Nature study.<br>2. Geog. and Hist.<br>3. Psychology. Above.<br>4. Discussion of class exercises.<br>5. Psychology. Above. |
|--|--|---|

### SEVENTH AND EIGHTH GRADES.

- |   |   |   |
|---|---|---|
| 1. Arithmetic.<br>2. History.<br>3. Geography.<br>4. Psychology.<br>As above or with regular classes. | 1. Manual training.<br>2. English grammar.<br>3. Reading and literature.<br>4. Psychology.<br>As above or with regular classes. | 1. Music.<br>2. Drawing.<br>3. Nature study.<br>4. Psychology.<br>As above or with regular classes. |
|---|---|---|

Illustrative lessons will be given through the year and will be carefully discussed. The above courses may be supplemented by teaching in the training school.

Physical training may be taken two hours a week with regular classes.

### FOUR-YEAR COURSE.

For Graduates of Country Schools.

#### FIRST YEAR.

Fall Term.	Winter Term.	Spring Term.
Reading..... 4	English..... 4	Civics..... 4
Themes..... 1	Spelling..... 1	Spelling..... 1
Arithmetic..... 4	Geometry..... 4	Algebra..... 4
Shop..... 1	Shop..... 1	Shop..... 1
History of England 4	Hygiene..... 4	Literature..... 4
Spelling..... 1	Penmanship..... 1	Themes..... 1
Nature Study..... 4	Geography..... 4	Agriculture and Horticulture..... 4
Shop..... 1	Shop..... 1	Penmanship..... 1
Drawing..... 2	Drawing..... 2	Drawing..... 2
Physical Training... 2	Physical Training.. 2	Physical Training.. 2



## *The Northern Illinois State Normal School.*

Students who complete the work of the year satisfactorily will continue with the work of the Three-Year Course.

### FOUR-YEAR COURSE.

For Winners of the Township Scholarships.

Winners of the Township Scholarship will be admitted to the Four-Year Course on page 14 or 16 and will be permitted to substitute academic subjects for the professional subjects. There will be large freedom of election, where pupils are prepared to pursue the selected subjects.

### ANALYSIS OF COURSES.

---

#### PSYCHOLOGY, PEDAGOGY, PHILOSOPHY OF EDUCATION.

MR. COOK AND MR. RILEY.

1. PEDAGOGY.—Third term, three-year course. Four hours a week.

The course shows that the past is the foundation of all future knowing, how individual notions may be effectively presented to classes of children, how the mind passes to more general phases of knowledge, and how the mind returns to the more significant interpretation of facts by the application of general notions or laws. Along with these studies there are observations of illustrative lessons with children, the making of lesson plans according to the Formal Steps, and a discussion of some fundamental school problems.

TEXT: MCMURRY'S METHOD OF THE RECITATION.

2. PSYCHOLOGY.—First year, two-year course; second year, three-year course; third year, four-year course. Four hours a week.

This course occupies one year. The first term is devoted to a study of the intellect; the second, to the feelings and the will; the third, to the psychology of the subjects of the elementary school.

A psychology text is used the first two terms. The work of the third term is Keith's Elementary School.

3. PHILOSOPHY OF EDUCATION.—Last term, senior year. Five hours a week.

The text is Rosenkranz' Philosophy of Education. The course covers Parts I and II.

4. HISTORY OF EDUCATION.—Fifth term, two-year course. Four hours a week.

Text, Monroe's History of Education.

## SCHOOL ORGANIZATION AND MANAGEMENT

MR. GILBERT.

All of senior year in each course, one hour a week.

### I. SCHOOL ORGANIZATION.

- a. Nature, scope, scheme how determined.
- b. Parties to school organization: taxpayers, parents, the child, conflicting interests and demands to be co-ordinated and harmonized. Board of Education. Teacher.

### II. SCHOOL MANAGEMENT.—Determined by demands of child's development.

1. Growing out of laws of physical nature as discovered in Physiology and applied in Hygiene and Sanitation.
2. Growing out of laws of mental nature as found in Psychology and applied in Pedagogy.
3. Growing out of laws of spiritual nature as formulated and applied in Ethics.

### III. SCHOOL HYGIENE.—Shaping the school conformably to laws of the child's physical nature.

- a. School environment: grounds; building:—construction—arrangement—care.
- b. Ventilation—necessity based on vital processes—elements of problem—devices, appliances and schemes.
- c. Lighting—defects of vision. School room causes. Proper lighting: amount, distribution and arrangement of lighting area. Control of light.
- d. Seating—Evils of prevailing methods. Determining conditions of proper seating. Habits and postures of pupils at desks.
- e. Fatigue—nature—waste of effort under conditions of fatigue. Conditions producing fatigue. School program in relation to fatigue and rest.
- f. Infectious and contagious diseases.

### IV. COURSE OF STUDY.—Shaping the school to the laws of the child's mental nature.

- a. As determined by social organization.
- b. As determined by laws of mental development. Evolution of the course. Correlation of studies.  
Order of studies—order of developing interests—culture epochs. Educational values.

## *The Northern Illinois State Normal School.*

- c. The day's program—correlation dynamic—how made effective in unfolding of subject. Apportionment of time. Rests—character and distribution.
- d. The recitation.

V. CLASSIFICATION AND GRADATION OF PUPILS.—“The lockstep of the public schools.”

VI. SCHOOL DISCIPLINE.—Shaping the school conformably to the laws of the child's moral and spiritual growth.

1. Elements of the problem.

- a. General:—Child a developing moral being. The process one of rational conduct, not of repressive control. Teacher's task:—training pupils to behavior.
- b. Social element;—Rise of moral notions. “Education: organizing resources into power of conduct to fit social world: organization of acquired habits of conduct and tendencies to behavior.”
- c. Biological elements:—“Man an organism for re-acting on impressions.” “Education: bringing mass of possible reactions into rational control.”
- d. Physiological elements:—Health, fatigue, school and home environments as affecting conduct.

2. MORAL TRAINING:—How Effected.

- a. School associations—community of ideals and interests—cooperation vs. competition. Plays and games. Occupations.
- b. School management (internal). School-room order—economy—standards—spirit.
- c. School atmosphere—determined by teacher—elements. School-room faults and vices.
- d. Punishment:—Spirit—aim—character; punishments, proper and improper—time and place.
- e. School instruction:—Intelligence and moral tone—course of study in its bearing on the will.
- f. Shaping ideals—personality of teacher—“Character teaches above our wills.”

## HISTORY AND CIVICS.

MR. PAGE.

1. HISTORY.—Second term, two-year course. Four hours a week.

The term is devoted to a careful study of the principles of method in history. The work in all grades of the elementary school is considered. The principles and theories involved are brought out by assigned reading and class discussion. Due consideration is given to the best available material for the various grades of work.

TEXT BOOK: MACE'S METHOD IN HISTORY.

2. HISTORY OF ILLINOIS.—Third term, two-year course. Four hours a week.

A library course, in which those events in Illinois history which are of national importance are studied.

3. HISTORY.—First term, three-year course. Five hours a week.

The term is devoted to a study of American history. Instead of a general survey of the whole field of our history, a limited number of topics is selected. Those typical in their character and those which, grouped together, give a view of great movements or important phases of our history, are the chosen ones. The great purpose of the term's work is not the acquisition of new facts, but rather the power to interpret facts. Keen interpretative ability is regarded as a fundamental of method.

TEXT BOOK: MCLAUGHLIN'S HISTORY OF THE AMERICAN NATION.

4. HISTORY.—Fourth term, three-year course. Five hours a week.

To obtain skill in interpreting the history of other peoples, one term is devoted to the study of the principal periods of Ancient History.

TEXT BOOK; WEST'S ANCIENT HISTORY.

5. CIVICS.—Eighth term, three-year course. Four hours a week.

Two principal thoughts guide the work in civics. The first is that our political institutions are the result of an evolutionary process. The second is that certain fundamental principles have determined the character of our political institutions. In emphasizing and illustrating these ideas, the main facts in the structure of our government (local, state and national) are brought out. The whole course is a practical illustration of method. Incidentally, specific methods are presented. Much collateral reading is done and special research is made.

TEXT BOOK: JAMES AND SANDFORD'S GOVERNMENT IN STATE AND NATION.

6. ENGLISH HISTORY.—First term four-year course. Four hours a week.

An elementary course in English History, presupposing little or no knowledge of history other than that of the United States.

7. ELEMENTARY CIVICS.—Third term, four-year course. Four hours a week.

## *The Northern Illinois State Normal School.*

A course laying particular stress upon the structure of our governmental system—local, state and national.

8. **SPECIAL METHOD IN HISTORY.**—Elective, fall term, senior year. Five hours a week.

A systematic study of special methods in history, with practical illustrations. Much attention is given to a discussion of available material.

TEXT BOOK: BOURNE'S TEACHING OF HISTORY AND CIVICS.

9. **ENGLISH HISTORY.**—Elective, fall term, senior year. Five hours a week.

Emphasis is laid upon those phases and periods of English History which are of special significance to Americans.

TEXT BOOK: ANDREWS' HISTORY OF ENGLAND.

10. **MEDIAEVAL HISTORY.**—Elective, second term, senior year. Five hours a day.

The term is devoted to the intensive study of a limited field of history. Most of the available material, both of primary sources and of secondary authorities, is accessible in the library. Thoroughness of mastery, and not extent of ground covered, is the aim. Among the chief purposes of the term's work are the following: To learn the historic processes, to learn how to search out information from books, to gain an idea of the vastness of the subject of history, to divorce the student from dependence on a text book, to train the judgment in weighing the value of material and in selecting that which suits one's purposes, to learn to generalize from a mass of material, etc. The topics selected for this intensive work may be varied from year to year. The reign of Charlemagne is the topic for next year.

TEXT BOOK: DAVIS'S CHARLEMAGNE.

11. **CIVICS.**—Elective, winter term, senior year, two-year course. Five hours a week.

Taken with No. 5 above, with an additional recitation each week devoted to special topics.

**POLITICAL ECONOMY.**—Elective, spring term, senior year. Five hours a week.

The aim is to inculcate a thoroughly intelligent and practical view of the subject. The evolutionary and theoretical methods are chiefly used, though some observations are made.

TEXT BOOK: BULLOCK'S ELEMENTS OF ECONOMICS.

The library is unusually strong in the department of history. Care is not spared to make it systematic and comprehensive. Not only are the leading secondary authorities to be found on our shelves,



but also a liberal supply of the sources most useful to the student. Constant additions are being made to the list of books and every new demand is met as promptly as possible. The library is a government depository, and receives all of the publications of the United States government. Three thousand volumes or more have been received.

## DEPARTMENT OF SCIENCE.

MR. CHARLES,

MR. WHITTEN, ASSISTANT.

MISS MANN, LABORATORY ASSISTANT.

The subjects included under this department are Meteorology, Nature Study, Zoology, Home Sanitation and Household Science, Human Physiology, Botany, Physics, Chemistry, and Elements of Agriculture and Horticulture. The aim of the department is to furnish scientific training for teachers of nature study, and it is the purpose so to unify the different courses as to make each contribute to this end without sacrificing the peculiar interest of any subject.

1. Nature Study.—First term, four-year course. Four hours a week. For graduates of rural schools.

Observational and experimental studies, similar in subject matter and treatment to the autumn nature study of the grammar grades.

Topics will be chosen from the following list: The composite family; field garden, and laboratory study of this important group; herb-arium; detailed study of types; discovery of group characters.

Morphological study of fruits; origin from flower parts; provision for dispersal of seed.

Classification of insects; collection and preservation of specimens; life histories; laboratory study of types; characteristics of the more important orders; economic insects.

Domesticated animals; ancestry; ecology; breeding; the dairy; the silo. Children's pets.

The work of the Department of Agriculture and of the State Experiment Station.

Telescope and microscope; stereopticon and camera; the eye.

Lift pump and force pump; studies in pressure of fluids.

Calendar and observation of seasonal events; coloration and fall of leaves; southing movement of birds; autumn activities of lawn, garden, farm and orchard; hibernation of animals; topics associated with Thanksgiving and Christmas.

MR. CHARLES.

2. HOME SANITATION AND HOUSEHOLD SCIENCE.—Second term, four-year course. Four hours a week.

A series of studies in elementary science dealing chiefly with

## *The Northern Illinois State Normal School.*

problems arising in the home. Among such topics may be included:

The kitchen: sink; vent, disposal of waste, smoke and gases.

The cellar: drainage, sewerage, deodorizers; the cold room.

The cistern: care of rain water; drinking water; ice water; the refrigerator; filters.

Essentials of diet: foodstuffs; modes of cooking; food adulteration; pure food laws.

The making of vinegar.

Poisons; accidents; emergencies.

The thermometer: expansion by heat; graduation of tube; uses.

The fire place: combustion, convection, ways in which heat travels.

Fuel efficiency: wood, coal, coal gas, gasoline, alcohol, electricity.

The furnace: heating by hot air, steam, hot water; dangers from fire.

The floor: carpets, hard wood; dangers from dust.

Chemistry of cleaning: solvents for grease, paints, etc.; removal of dust; manufacture and use of soap.

Household pests: mouse, rat, fly, mosquito, cockroach, bed bug clothes moths, spider, English sparrow, moulds, bacteria.

The sick room: contagion; disinfectants.

House plants: the window garden; "flats;" the hot bed.

Forms of lighting: candle, oil lamp, gas, gasoline, electricity; meters

The door bell: the telephone; the lightning rod.

The lever and its uses.

MR. CHARLES.

3. ELEMENTARY AGRICULTURE AND HORTICULTURE.—  
Third term, four-year course. Four hours a week. For graduates of rural schools.

How to plan the home grounds. Choice of vegetables, flowers, shrubs and trees; where to buy.

Early sowing: the flat, cold frame and the hot bed; preparation of the soil; seed testing.

Soil moisture: experimental study of the behavior of different soils toward water; capillarity; retention; mulches.

Propagation by cuttings; grafting, budding; pruning; transplanting

The relation of the school garden and the home garden. Factors influencing the growth of seedlings; tropisms; food solutions; experimental study of fertilizers.

Insect and fungous enemies; spraying.

Weeds: identification; characteristics; uses; means of combating.

Making and care of the lawn: soil, seeding, rolling, fertilizing, watering, mowing; flowers, shrubs, trees, weeds, insects, attraction of birds.

The feeding of animals.

MR. CHARLES AND MISS MANN.



4. METEOROLOGY.—Second term, three-year course. Five hours a week.

A course in elementary science, with special reference to weather phenomena. Recording of local data; physics and chemistry of the atmosphere; forecasting; weather study in the grades.

MR. CHARLES AND MR. WHITTEN.

5. NATURE STUDY.—Third term, three-year course. Four hours a week.

Identification and study of birds during migrating and nesting season. Birds as fitted to mode of life. Bird calendar.

Gardening. Garden calendar. Insect pests. Weeds.

The school "Zoo;" wild and domesticated animals. Children's pets

MR. CHARLES AND MISS MANN.

6. ZOOLOGY.—First term, two-year course, and fourth term, three-year course. Four hours a week.

Biological study runs through the entire year, the work of the three terms being unified so far as possible. For a complete biological survey it is desirable, therefore, to enter the class at the beginning of the fall term,

The fall term will be devoted, in the main, to the subject-matter and method of Zoology; the winter term, to Human Anatomy, Physiology and Hygiene; the spring, to Botany; but leaf-fall cannot well be studied in the springtime, nor bird nesting in the fall, and this formal division is modified to allow for topics suggested by the seasonal changes.

It is believed that nature study can best be taught by those who through thorough preparation, have attained a comprehensive view of the biological field. Today, even to the kindergarden teacher, a broad scientific foundation is essential; hence the organization of these courses on a scientific, rather than a nature study, basis.

It is desired that the student shall obtain from this course an increased ability to observe, to interpret and to express. To do this it is necessary from the start that he avoid all bookishness, establishing himself upon his own resources and cultivating a true scientific spirit and method of original investigation. Original notes and drawings of material studied are essential to this end.

Text-book, lecture and laboratory methods are combined; frequently, field excursions are substituted for laboratory work, the extensive campus offering very unusual advantages for the study of varied forms of terrestrial and aquatic life. Outdoor observations in the form of nature calendars are recorded throughout the entire year.

Field and laboratory study of insects. The struggle for existence and its outcome. Principles of classification.

Autumn coloration; leaf fall; seed dispersal; fruits.

## *The Northern Illinois State Normal School.*

The compound microscope; cell structure; studies of microscopic forms; Protozoans, Sponges and Coelenterates.

Starfish, earthworm, crayfish and mussel, and their allies.

The perch, as a vertebrate type; goldfish, as a nature study type.

MR. CHARLES AND MISS MANN.

7. HUMAN PHYSIOLOGY.—Second term, two-year course, and fifth term, three-year course. Four hours a week.

1. Vertebrate studies, as types and as a basis for human anatomy and physiology. Frog; turtle; bird (as fitted to mode of life); cat.

2. Human Anatomy, Physiology and Hygiene.

MR. CHARLES AND MISS MANN.

8. BOTANY.—Third term, two-year course, and sixth term, three-year course. Four hours a week.

Botanical studies are foremost, but not exclusive, during this term. A brief survey is made of the vegetable kingdom, proceeding, so far as possible, from the simpler forms to the more complex and highly organized. Spring-time observations of animal forms, bird migration, pond life, etc., are made as the season demands, and full nature notes, bird, tree and flower calendars, are recorded and preserved from year to year. A formal herbarium is not required,—we are more interested in the living plant than in the dead one,—but representatives of a few prominent groups of flowering plants are studied, Optional morning excursions furnish added opportunities for bird study and acquaintance with plant and animal habits.

Identification and study of trees in their winter habit.

Spring migration of birds.

Algae and fungi. Mosses. Ferns.

Gymnosperms and Angiosperms.

Experimental studies with seedlings; plant physiology.

Plant societies.

The great economic plant families.

MR. CHARLES AND MR. WHITTEN.

9. PHYSICS.—Fourth term, two-year course, and seventh term, three-year course. Five hours a week.

The purpose of this course is to arouse the student to a recognition, in his everyday environment, of problems involving the elements of physical science, and to equip him to employ the same successfully as subject matter for teaching. It is assumed that the pupil has already taken a high school course in Physics, or its equivalent.

The following are suggested as topics which may be employed:

The common stove.

The bonfire; currents of air; weight of gas; expansion by heat.  
Density of gases; law of Charles.  
Combustion; composition of the atmosphere; conservation of matter.  
Conduction, radiation, convection.  
Heating by hot air, steam and hot water.  
The boiler room.  
Method of consuming smoke.  
Construction of a boiler,—to show increased heating surface, use of draft, water pipes, etc.  
    Boiling; temperatures; latent heat of vaporization; latent heat of fusion; gas pressure; mechanics of fluids; Boyle's law;  
    Condensation; dew; crystallization;  
    Pumps of various kinds.  
The stationary engine.  
    Construction of cylinder.  
    Forces; machines; motion.  
    Law of conservation of energy.  
The Locomotive engine; accelerated motion.  
The clock—  
    The pendulum.  
    Gravitation; laws of falling bodies.  
The violin—  
    Nature and laws of sound.  
The electric bell—  
    Electro-magnet and simple magnets;  
    The telegraph and other electric instruments.  
    Batteries.  
The candle—  
    Combustion: capillarity, nature and laws of light; shadows.  
Last three weeks given to review and organization of subject matter in text-book form.

MR. WHITTEN.

7. CHEMISTRY—Eighth term, three-year course. Five hours a week.

A study of the more important elements and their compounds.  
Inductive development of chemical laws.  
Chemistry of familiar things.

MR. WHITTEN.

### ELECTIVES.

(All electives are five hours a week.)

8. CHEMISTRY,—Winter term, senior year. Elective where not required.

MR. WHITTEN.

*The Northern Illinois State Normal School.*

9. ELEMENTS OF AGRICULTURE AND HORTICULTURE.—  
Spring term, senior year,  
Chemistry is a prerequisite.

MR. CHARLES AND MISS MANN.

10. ADVANCED PHYSICS.—Winter term, senior year.  
Continuation of course 6. Mr. Whitten.

11. ADVANCED CHEMISTRY.—Spring term, senior year.  
Continuation of course 7. Mr. Whitten.

12. ADVANCED NATURE STUDY AND AGRICULTURE.—  
Senior year.

A consideration of the work in Nature Study and Elementary Science throughout the grades during the fall, winter and spring terms. Field excursions; choice of subject matter; collection, preservation and study of material; intensive treatment of a few topics appropriate to season; a course of nature study for the grades; the literature of nature study; values and aims; relations to other subjects: observation and discussion of lessons in the grades. This work will be helpful not only to grade teachers, but also to prospective teachers of High School Science.

MR. CHARLES.

## MATHEMATICS.

MR. PARSON; MISS PARMELEE, ASSISTANT.

I. ARITHMETIC.—First term, four-year course. Four hours a week. For graduates of rural schools.

1. Rigorous work in Mental Arithmetic to test ability and attainment of pupils.

2. Written arithmetic, involving fractions (common and decimal), and applications in measurements and the topics in percentage.

3. Square root and mensuration.

II. CONSTRUCTIVE GEOMETRY.—Second term, four-year course. Four hours a week. For graduates of rural schools.

1. The basis of the course will be construction, drawing, and modeling of the common geometric forms.

2. Development of formulas for determining the areas of surfaces and the volumes of solids. Many practical problems.

III. ELEMENTARY ALGEBRA.—Third term, four-year course. Four hours a week. For graduates of rural schools.

1. Relation of arithmetic to algebra.

2. The symbolism of algebra.

3. Explanation of negative number.

4. A study of the simple equation.
5. The fundamental operations.

IV. ARITHMETIC.—First term, two-year course. Four hours a week.

The primary aim in the course in arithmetic is to fit the students to teach the subject most effectively to children. Arithmetical processes are examined as to meaning and logical relations. Classes of children from the Training School are taught before the students to illustrate and to test the theory of how children learn number, by observing them in the process of learning.

From the point of view of how to teach them, the four fundamental operations are critically examined, compared and grouped so as to discover their unity. Fractions are studied as an outgrowth of division with integers. Decimal fractions are considered as a special case of "common fractions" and also as an extension of the decimal system. The latter half of the term is given to applied arithmetic as follows:

1. DENOMINATE NUMBERS:

1. Measurements of

a. Space.

1. Length.

3. Volume.

2. Surface.

b. Time.

1. Relation to longitude.

c. Force.

1. Weight.

2. Heat.

d. Value.

1. United States money.

2. PERCENTAGE:

I. The three fundamental problems.

II. Application.

a. Discounts

d. Stocks and bonds.

b. Loss and gain.

e. Interest.

c. Commission.

3. MENSURATION:

I. Plane figures.

II. Solids.

Special emphasis is laid on the construction side of the subject.

TEXT BOOK: COOK AND CROSEY.

V. ARITHMETIC.—First and second terms, three-year course. Four hours a week.

Note the general statement for the arithmetic of the two-year course. While the aim is the same for the two courses, the three-year

## *The Northern Illinois State Normal School.*

course gives more time for the examination in detail of the difficulties encountered in the subject, and also more practice in the solution of problems.

### FIRST TERM.

1. Relation of number to measurement.
2. The expression of number.
3. Number operations. Decimal system.
  1. Integers.
    - a. Counting as a foundation.
    - b. A comparison of the fundamental operations.
    - c. A careful study of the difficulties in learning these operations.
    - d. Making graded problems.
  2. Fractions (common).
    - a. As equal parts of a whole.
    - b. As expression of ratio.
    - c. Principles and their application.
    - d. Peculiar difficulties in multiplication and division.
  3. Fractions (decimal).
    - a. Comparison with common fractions.
    - b. Relation to the decimal system.

### SECOND TERM.

Applied arithmetic. (See outline in two-year course).

TEXT: COOK AND CROUSEY.

VI. ALGEBRA.—Fifth term, two-year course. Five hours a week

The work of this course is a thorough review and intensive study of the more difficult topics of the elementary algebra. To enter this course the student should have had a year or more of algebra in a good high school. This preparation makes it possible to make a somewhat exhaustive study of such topics as arithmetic and algebra compared, the algebraic series of numbers, the double meaning of the signs plus and minus, the commutative, distributive, and associative laws, the theory of divisions, etc. The aim is to make rational the processes which hitherto may have been largely mechanical. Rigid demonstration is required throughout. The latter half of the term is devoted to such topics as, the theory of exponents, quadratics, progressions, variables and limits, and series.

TEXT: BEMAN AND SMITH'S ELEMENTS OF ALGEBRA.

7 ALGEBRA.—Third and fourth terms, three-year course. Four and five hours a week.

This course is intended for students who have had but limited train-



ing in algebra. It covers two terms. The attempt is made to make a natural transition from arithmetic to algebra in respect to notation, principles, fundamental operations, and processes of solution of problems. Every effort is made to prevent the student from conceiving the algebraic operations as simply clever tricks. He is early taught to make sharp distinction between illustration and demonstration of mathematical truth, and is thus led into an appreciation of the exactness and rigor of the science.

TEXT: BEMAN'S AND SMITH'S ELEMENTS OF ALGEBRA.

8. GEOMETRY.—Sixth term, two-year course. Four hours a week.

This course extends over one term of twelve weeks and includes plane and solid geometry. The course treats the subject topically. As considerable written work in original demonstrations is required, attention is paid to important methods of attacking a proposition. Students are required to make models of the figures discussed in solid geometry and to make plane drawings of the models. Attention is given to methods of teaching elementary geometry in the grades. To enter this course students must have had at least one year of high school work in the subject.

TEXT: BEMAN'S AND SMITH'S PLANE AND SOLID GEOMETRY.

9. GEOMETRY—Fifth and Sixth terms, three-year course. Four hours a week.

This course extends over two terms of twelve weeks each and includes plane and solid geometry. It is arranged for students who have had less than a year of work in the subject. The course follows in the main the method presented in the outline of the two-year course, but the additional time permits a more thorough and exhaustive study. It aims to secure logical thinking and clear and accurate expression.

TEXT: WELLS'S ESSENTIALS OF GEOMETRY.

## LANGUAGE.

MISS WHITMAN AND MR. KELLOGG.

1. ENGLISH GRAMMAR.—Third term, two-year course. Four hours a week.

Since language is the expression of thought, the first essential of the study of language is an understanding of the nature of thought. As the thought is the unit of mental activity, so the sentence is the unit of verbal expression. Two things, then, are of fundamental importance: first, that the sentence be regarded always as the expression of a thought; second, that the thought and its expression be kept distinct.



## *The Northern Illinois State Normal School.*

The following outline gives rather the result aimed at than the process of attaining it. Before work on the subject as outlined can be begun the student must have acquired the ability to image readily and accurately. He must have become sensitive to the fact that the sole purpose of language is to express the thought of the speaker, and unless the language that he studies yield up this thought to him either the language is not worthy of the investigation or he is not yet prepared to examine it. Throughout the course these facts are made the basis of study, each individual topic being worked out through the thought expressed.

Much attention is given to methods of presentation, by actual work with the children in the Training School, and to the examination of available text-books for the grades.

The work in English grammar is largely inductive. Both literary English and our own every-day speech furnish material for study. First, the passages chosen are considered with a view to discovering the principles of sentence structure and the properties of words, by virtue of which they are capable of filling their various offices in the sentence; second, original statements of the principles discovered are made. The student also forms his own definitions of technical terms used. The text-books serve chiefly for reference and corroboration of the student's own discoveries.

The outline of work for the two-year course follows:

### I. The Sentence; its larger divisions and their relations.

1. Universal form of sentence as governed by the nature of thought:
  - (a) Subject. (b) Predicate.
2. Sentences classified on basis of purpose of speaker:
  - (a) Declarative. (b) Interrogative. (c) Imperative. (d) sentences that do not correspond in form and purpose. (e) Punctuation of a, b, c, d.
3. Sentences classified on the basis of the number of thoughts expressed:
  - (a) Single.
  - (b) Compound.
  - (c) Contracted compound sentence compared with single sentence with compound element.
  - (d) Punctuation of (a) and (b).
4. Simple analysis of the two essential elements of a sentence:
  - (a) Principal word of each element.
  - (b) Modifiers of each principal word, classified as words, phrases clauses.
  - (c) Punctuation of modifiers.

### II. The material of which the sentence is composed, classified on basis of kind of idea expressed.

1. Substantive words:
  - (a) Noun (including verbal noun).
  - (b) Pronoun.
2. Attribute words:
  - (a) Adjective (including verbal adjective).
  - (b) Attributive verb.
  - (c) Adverb.
3. Connective words:
  - (a) Prepositions.
  - (b) Conjunctions.
  - (c) Copula.
4. Words not grammatically connected with rest of sentence:
  - (a) Interjection, and punctuation of same.
  - (b) Expletive.

III. The intensive study of the parts of speech and their substitutes:

1. Properties.
2. Inflections.

During the entire course the emphasis is laid on the analysis of the sentence, and all intensive study is made to be a means to the full interpretation of the sentence in its essential form.

2. **ENGLISH GRAMMAR.**—First and second terms, three-year course. Four hours a week.

The work in English Grammar for three-year courses covers the same ground as that for the two-year course; however, since two terms are devoted to it by the three-year pupils, a more detailed study of each topic is possible. The thought must be seen back of the sentence before this is possible.

Much attention is given to method of presentation in the grades through discussion in the class-room and actual work with the children of the Training School. An important feature of the work is the examination of text-books in grammar, both for the purpose of acquiring skill in interpreting authors and to judge of the merits of the books for use in the grades.

It will be observed that Latin is offered as an elective in the three-year course. The object in this is both to introduce a culture study and to offer opportunity for further strengthening in English. The advantage of the study of an inflected language, such as Latin, is twofold: first, one gains an insight into grammatical relations that can scarcely be attained from any other source; second, it not only offers opportunity for, but demands fine distinctions both in thought and expression. For outline see the statement of course in Latin.

For outline of work in English Grammar for three-year course see outline for two-year course.

## *The Northern Illinois State Normal School.*

3. **LATIN.**—First year, four-year course. Five hours a week.

First term—Study of inflectional forms and simpler constructions, with constant drill in vocabulary and comparison of Latin and English modes of expression. Careful attention is given to quantity of vowels.

Second Term.—Further study of forms and constructions, and reading of easy Latin. Reading of Latin aloud intelligently. Simple prose composition.

Third Term.—Cæsar's Commentaries, book I, chapters I—III; book II, chapters I—XXVIII. Smoth, idiomatic English and a knowledge of the subject matter are the chief aims. Constructions are kept before the student, but chiefly as aid to interpretation. Relation of clauses and phrases carefully noted.

### **SECOND YEAR.**

First Term.—Five hours a week. Cæsar, remainder of book II and book I. Careful study of Syntax, Prose Composition.

Second Term.—Five hours a week. Cæsar, books III and IV or selections from other books. Prose Composition.

Third Term.—Five hours a week. Cicero, Orations against Catiline I—IV. Prose composition and study of historical setting, argumentation and literary style.

### **THIRD YEAR.**

First Term.—Five hours a week. Cicero, The Oration for Archias and Manilian Law, Prose Composition.

Second Term.—Five hours a week. Vergil's Aeneid, books I—III. Much attention paid to narrative, mythology and scansion. Prose Composition.

Third Term.—Five hours a week. Vergil's Aeneid, books IV—VI. Prose Composition.

### **FOURTH YEAR.**

First Term.—Five hours a week. Cicero de Senectute and de Amicitia. Careful review of Syntax.

Second Term.—Five hours a week. Livy, book XXI. Prose Composition.

Third Term.—Five hours a week. Livy, book XXII. Prose Composition.

4. **GERMAN.**—First Term. Third Year. Five hours a week.

Elementary German. Study of principles of German grammar with much practice in pronunciation, reading and speaking, reading of easy prose and poetry.

Second Term—Five hours a week. Reading and translation of Zschokke's *Der Zerbrochene Krug*, and Leander's *Traumereien*. Re-

## *Catalogue and Course of Study.*

production of above; both oral and written memorizing of several short poems. Grammar.

Third Term—Five hours a week. Reading and translating of Storm's Immensee and Hillern's Hoher als die Kirche. Prose Composition.

### FOURTH YEAR—(Five hours a week.)

First Term—Schiller's Wilhelm Tell.

Second Term—Goethe's Hermann und Dorothea.

Third Term—Lessing's Nathan der Weise. A brief survey of classical German literature. Composition once a week. Thomas' German Grammar.

5. GREEK.—Third and fourth year, four-year course. Five hours a week.

### THIRD YEAR.

First Term.—Study of forms and constructions with rapid oral translation of short sentences from Greek to English, and vice versa.

Second Term.—Further study of forms and syntax, and reading of a portion of the first book of Xenophon's Anabasis; reading of Greek aloud, both before and after translation.

Third Term.—Completion of first book of Anabasis; with special attention paid to prose composition.

### FOURTH YEAR.

First Term.—Second and third book of the Anabasis; continued work in prose.

Second Term.—Fourth book of the Anabasis and selections from the Hellenica. Prose Composition

A term's work in comparative etymology may be substituted.

Third Term.—Homer's Iliad, books I—III, omitting the catalogue of ships. Study of Ionic dialect; scansion, collateral reading in English.

ELECTIVE.—A course in comparative etymology and syntax is offered each winter term as an option with the work of the same term in fourth year Latin or Greek, or German of the second year. It may be substituted for only one of these three branches.

## READING AND ORATORY.

### MISS FARLEY.

It is the aim throughout the reading course to enable the pupil to grasp the full mental contents of the printed page; to make careful discrimination; to cultivate the imaginative power; to control and direct the emotional nature; to appreciate the finer spirit of literature, and to express this appreciation with simplicity and naturalness.

## *The Northern Illinois State Normal School.*

The work in Reading may be outlined under the following headings:

1. Voice Culture. 2. Bodily Expression. 3. Reading and Dramatic Work.

COURSE I.—READING.—Second term, two-year course. Four hours a week.

### I. VOICE CULTURE.

Through the realization of the relation of voice to mind, as well as through the vocal interpretation of Literature, it is the aim to eradicate defects, such as indistinct articulation and undesirable vocal qualities; to bring out the latent power and beauty of the voice, and to develop such resonance, flexibility and sympathy as will make the voice a fit medium for the expression of thought.

### 2. BODILY EXPRESSION.

In order to render the body more responsive to thought and feeling, the following are sought for: Power of relaxation and appreciation of rhythm in movements; elimination of self-consciousness and the establishment of repose, control, and freedom; attainment of grace and dignity of bearing.

### 3. READING AND DRAMATIC WORK.

It is the purpose in Reading to develop careful thought-analysis; perception of sense-relation, power of imagination; realization of the mental attitude of reader as revealed by form of expression; emotional power. In order to accomplish this purpose the work must be carefully graded according to the pupil's natural development.

To create abandon, which is the essential requisite of naturalness and spontaneity, material is used from *The Christmas Carol*, *Les Misérables*, and the *Last days of Pompeii*. These also illustrate the dramatization of stories for children.

To cultivate directness and simplicity, selections are chosen from Irving and Tennyson; for appreciation of rhythm and tone-color as an element in vocal expression, selections from Shelley, Browning and others; for vigor, force, earnestness, orations from Webster and Phillips.

An application of the previously stated principles is made in the study of some Shakespearean play. This is read with special reference to: (a) the interpretation of difficult passages, (b) character study, (c) plot, (d) presentation of principal scenes with personation of characters.

COURSE II.—READING—First term, three-year course. Five hours a week.

The work in this course is somewhat the same as that of the two-year course, although less condensed. Analysis and method work in some of the upper grade classics will be given, also a Shakespearean play.



**COURSE III.—READING—**First term, four-year course for graduates of country schools. Four hours a week.

This course will include the following work: Voice-training, the establishing of correct habits of speech, the developing of bodily freedom and clear thinking. A careful preparation will be made for the second term's work, which will be that of the three-year course.

**COURSE IV.—PUBLIC SPEAKING—**Elective. Five hours a week.

**COURSE V.—ADVANCED READING—**Elective. Five hours a week.

## **DRAWING.**

MISS CHAMBERLAIN.

Four-year Course for graduates of country schools.

Two hours a week.

### **FIRST YEAR.**

The aim should be to train the eye to see form correctly and the hand to express it freely. Correlate the drawing with other subjects wherever it seems advantageous.

#### **First Term:**

Draw grasses, flowers, fruits, vegetables, (1) using soft pencil or charcoal, and expressing only outline, and (2) using colored crayons to express masses.

In plant drawings special attention is given to structure of such parts as joints, buds, etc.

Learn to print, using print rather than script for names on papers, for labeling drawings, etc.

Four lessons in which are studied four pictures by Millet, with Perry pictures of same in the hands of the students.

#### **Second Term:**

Object drawing—many cylindric objects, such as jars, jugs, kitchen utensils, etc. Much memory work in which the object is studied carefully, removed and drawn wholly from memory.

Cardboard construction based in part on arithmetic work,—cubes, prism etc., followed by boxes and baskets, used later in object drawing. Printing exercises continued. Four lessons in picture study as in Fall term, taking up four pictures of the Italian school, preferably such as are found framed in the school building, students having in hand the Perry pictures.

#### **Third Term:**

Draw spring flowers, sprays of leaves, and other growth as in the first term.

## *The Northern Illinois State Normal School.*

Draw trees, beginning with the bare trees and following through the development of foliage.

Landscape with trees.

Printing exercises continued.

Four lessons in picture study,—four pictures by Landseer, or some other animal painter.

### **Two-Year Course. (Two hours a week.)**

#### **First Term:**

1. Plant life: sprays of leaves, blossoms; fruit; seeds; etc.  
Mediums used: pencil and color.
2. Aspects of nature; sky, land, water.  
Values of color and shade expressed in pencil and color.
3. Perspective: appearance of cylindric and rectangular objects below and above the eye level, developing the principles of foreshortening and convergence.

Color and shade expressed chiefly in pencil.

#### **Second Term:**

1. Composition: pictorial, decorative, constructive.
2. Construction: pattern-making; plans and elevations: working drawings.
3. Blackboard sketching.

#### **Third Term:**

1. History of art, illustrated by stereopticon.
2. Figure pose and animals.
3. Landscape in color.

### **Three-Year Course. (Two hours a week.)**

#### **First Term:**

1. Plant life, sprays of leaves, blossoms; seeds etc.  
Mediums used: pencil and color.
2. Aspects of nature: sky, land, water.  
Values of color and shade expressed in pencil and color.
3. Perspective: appearance of cylindric and rectangular objects below and above the eye level, developing the principles of foreshortening and convergence.

#### **Second Term:**

Perspective continued with special study of color and shade in pencil.

Construction: pattern-making; plans and elevations; working drawings.

#### **Third Term:**

Composition—pictorial, decorative, constructive, in brush and ink and color.



## *Catalogue and Course of Study.*

Out-door perspective, expressing color and shade with pencil.

### Fourth Term:

Review plant life in color.

Perspective reviewed and continued in color and in pen and ink.

Blackboard sketching.

### Fifth term:

Figure pose and animals.

History of art—Egyptian, Greek, Roman, Renaissance, Modern  
(with stereopticon).

### Sixth Term:

Review principles of perspective.

Review decorative and pictorial composition, the latter in out-door sketching in pencil and in color.

## GEOGRAPHY AND GEOLOGY.

MISS WELLER.

### Aims:

1. To give the student the true notion of geography, as a study of the earth in its relation to life.

2. To present geographic material in an organized form.

3. To show that this organization is based upon the principle of the dependence of human institutions upon the physical condition of the earth, its surface, topography, and constitution.

4. To present the principles that govern the selection and arrangement of material for the grades.

### COURSE I.—GEOGRAPHY.—Two-year course, first term.

#### Four hours a week.

1. The earth as a whole, shape and size; spheres; distribution of land and water; motions and their effects; motions of air and water; the relation of all to life upon the earth.

2. Home geography; a brief study of the common physiographic features and their relation to life; a study of local industries; the beginning of map drawing; sand modeling; field excursions.

3. Selected type studies suitable for fourth and fifth grade work, types selected from North America.

4. Selected type studies suitable for sixth and seventh grades, topics selected from other continents. Especial emphasis is placed upon comparisons between Europe and North America.

5. A study of helpful devices, such as illustrative drawing; chalk modeling; pictures; maps; modeling in sand, putty, paper pulp, salt and flour paste, and other materials.

Free use is made of reference material in the library, and each student is called upon to organize and present either orally or in a written paper a special report upon a topic selected from the course of study for the Training School.

TEXT: TARR AND McMURRY'S COMPLETE GEOGRAPHY.

*The Northern Illinois State Normal School.*

**COURSE II.—GEOGRAPHY.**—Three-year course, second term. Four hours a week.

First term:

1. The earth as a whole; shape and size; spheres; distribution of land and water; motions and their effects; movement of air and water.

2. Home geography. Especial attention is given to this, and excursions are made the basis of the work. Actual things and processes are observed, studied and discussed. Physical features, local industries and government furnish the topics. There is a beginning of map drawing, and sand modeling is introduced.

3. Especial attention is given to the study of the United States and North America, by physiographic and industrial regions, showing the inner relations of these regions. Considerable time is given to outline blackboard drawings and the development of speed and accuracy in doing this work, also to pencil drawings and chalk modeling.

4. A study of geographic material suitable for grades below the sixth.

**COURSE III.—GEOGRAPHY.**—Third term, three-year course. Four hours a week.

1. A detailed topical study of Europe; comparisons with North America constantly drawn.

2. Selected types from Asia, Africa, Australia and South America.

3. The selection and arrangement of material are discussed. The results of this discussion appear in a carefully prepared lesson plan. The execution of the plan in class shows its merits and defects.

4. Relief maps are constructed of paper pulp, salt and flour, plaster of Paris.

5. Drawing of outline and relief maps and of pictures continues throughout the course.

6. The collection and care of pictures is discussed. The collection of material illustrating the industrial interests of the country is encouraged, and all such material is added to the collection which is being organized for the department and for use in the Training School. Much use is made of the reference material, the magazines, and the daily papers in the library.

**TEXT: TARR AND MCMURRY'S INTRODUCTORY AND COMPLETE GEOGRAPHIES.**

**COURSE IV. GEOGRAPHY.**—Four-year course for graduates of country schools. Second term.

1. Review of simple geography of location; continental relation; physiography and climate; map interpretation.

## *Catalogue and Course of Study.*

2. Commerce.—Conditions controlling it; means of transportation and communication; commercial tendencies.

**COURSE V.—PHYSICAL GEOGRAPHY.**—Ninth term, three-year course. Five hours a week.

Aim:—The work of this course is to supplement the student's work in geography. The relation and relative value of the chief factors involved in the dependence of man and all life upon physical environment will be emphasized. In connection with each topic, the life side, in its practical significance, is made much of. The study also becomes an aid to general culture.

### ORDER OF TOPICS.

1. The earth as a globe; relation to sun and planets; shape and size; rotation; revolution; magnetism; latitude and longitude; standard time.

2. The land: weathering agents and soil; rivers; wind; glaciers; plains and plateaus; mountains; volcanoes.

3. The atmosphere: compositions, motions, storms.

4. The ocean: depth and temperatures; motion, tides, waves, currents.

The time given in this course is divided between class-room and laboratory exercises. Field trips supply a large amount of material as concrete examples in introducing new topics, also as a basis for laboratory work. Typographic maps are used continually.

**TEXT: GILBERT AND BRIGHAM'S PHYSICAL GEOGRAPHY.**

**COURSE VI—GEOLOGY**—Elective in the senior year. One term, twelve weeks. Five hours a week.

### MUSIC.

MISS HUFF.

Two hours a week through the first year.

1. Study of the adult voice.

2. Study of the child voice.

3. History and theory of music preparatory to sight reading.

4. Sight reading.

5. Song singing.

6. Part songs.

7. Classic songs.

8. Songs and Solos.

9. Illustrated class lessons.

### LITERATURE.

MISS SIMONSON.

1. LITERATURE,—Fourth term, two-year course. Four hours a week.

## *The Northern Illinois State Normal School.*

A study of masterpieces illustrative of the different forms of literature. As types of the epic, the lyric, the drama, the essay and the novel, the following are studied: The Old English Ballads, Arnold's *Sohrab and Rustum*, Palgrave's *Golden Treasury of Songs and Lyrics*, one of Shakespeare's plays, selections from Browning's *Dramatic Lyrics*, from Lamb's *Essays* and Stevenson's *Treasure Island* or some other work of fiction.

2. LITERATURE.—Fifth term, three-year course. Five hours a week.

A survey of the history of English literature with a special study of certain masterpieces, selections to be made from the Ballads, Chaucer, Milton, Wordsworth, Coleridge, Keats, Shelley, Tennyson and Browning.

3. LITERATURE.—Sixth term, three-year course. Five hours a week.

A course in American Literature, tracing the development of the literature from colonial times to the present and making a study of selections from Irving, Bryant, Poe, Hawthorne, Longfellow, Whittier and Lowell.

4. RHETORIC.—Seventh term, three-year course. Four hours a week.

A somewhat detailed study of the principles of the whole composition, the paragraph and the sentence; also the forms of discourse and of the qualities of style. Frequent theme writing and work in oral composition and some study of prose models.

5. THEMES.—One hour a week. Three terms two-year course, five terms three-year course, seven terms four-year course.

A written or oral composition is required each week, the composition developing progressively topics in description, narration, exposition and argumentation. The work of the last term is a preparation of a larger paper on some educational subject.

6. ENGLISH.—Second term, four hours a week, in four-year course for graduates of country schools.

The purpose of this course is to develop freedom of expression and to gain certain correctness in the simpler forms of writing. It includes a study of punctuation, letter-writing, vocabulary, and the essential principles of composition, based upon selections from literature and the student's own written and oral composition.

7. LITERATURE.—Third term, four-year course for graduates of country schools. Four hours a week.

An introductory course in literature based mainly on a study of

narrative and descriptive literature, selections of study to be made from the following: *Tales of the White Hills*, *The Vision of Sir Launfal*, *Evangeline*, *Elegy Written in a Country Churchyard*, *The Deserted Village* and *The Lady of the Lake*, or *Ivanhoe*.

8. ELECTIVE:

1. The Morality Play and the Shakesperean Drama.
2. The poetry of the Romantic Period in English Literature.

## PHYSICAL TRAINING.

### FOR THE NORMAL STUDENTS.

#### AIM:

1. To develop and train the body, by means of properly chosen physical exercises, as an aid to the best mental and moral advancement of the individual.

2. To gain self-control and self-reliance from the ability to perform certain physical acts (apparatus work) which will give a consciousness of self, excluding the possibility of self-consciousness.

3. To become familiar with the different kinds of physical exercises, that better preparation may be had for teaching children.

4. To realize that exercises, to be beneficial, must comply with certain hygienic laws and must take physiological and psychological effects into consideration.

5. To gain the ability to observe individual pupils and detect their physical defects; also what corrective exercises to apply in such cases.

6. To appreciate the necessity for progression from exercise to exercise in the same lesson, and from one lesson to the following one.

7. To gain a knowledge of the proper duration and speed of different movements and be able to so govern a class by the use of the voice that the movements shall be performed correctly.

8. To understand the manner in which a lesson should be conducted and what results should be expected; to realize that a lesson in which there is no mental activity fails in its educational value.

#### COURSE I—FALL TERM.

1. Elementary Swedish gymnastics.

a The mastery of gymnastic names of different positions of feet arms and body and the manner of their combination to form exercises.

b. The formation of these exercises into lessons.

c. The use of the voice as expressive of speed and duration of movement.

d. The ability to perform these positions and exercises correctly



## *The Northern Illinois State Normal School.*

- e. Practice in teaching each other as preparation for actual work with children.
2. Elementary work on apparatus.
3. Games.

Believing games to be a great socializing and harmonizing element, as well as a means of physical development and source of recreation in the the school room, considerable attention is paid to their classification and application.

Games develop:

- a. mental and physical dexterity.
- b. freedom and grace of movement.
- c. accuracy of aim and direction.
- d. a correct appreciation of distance.
- e. patience, self-control and a consideration for others.
- f. a correlation of eye and hand.

### COURSE II—WINTER TERM.

1. Advanced Swedish gymnastics.
2. Lectures on theory of teaching; the detection of personal physical defects and suggestive corrective exercises; general hygiene.
3. Advanced work on apparatus.
4. Marching and elementary military tactics.
5. Running. 6. Fancy steps. 7. Games. 8. Practice in teaching.

### COURSE III.—SPRING TERM.

1. Lectures on the physiological and psychological basis of exercise and the mechanics of bodily movements.
2. Exercises with wands, dumb-bells or Indian clubs.
3. Fancy steps. 4. Fancy marches. 5. Games.

### COURSE IV.

1. Advanced Indian club swinging.
2. Bounding balls.
3. Hoops.

### COURSE V.

1. Advanced military marching.
2. Aesthetic gymnastics.
3. Practice in teaching and conducting drills with children.

### COURSE VI.

### BASKET BALL.

Courses 1, 2 and 3 are compulsory and necessary for graduation.

Courses 4, 5 and 6 are elective.



The gymnasium with a clear floor space of 80 by 75 feet, well ventilated and lighted on two sides by large windows eight feet from the floor, offers splendid facilities for the personal development of the Normal students, and the acquirement of a knowledge of physical exercises for presentation to pupils in the school room.

There is good equipment of new apparatus, and the adjoining bath rooms for spray and shower baths are free to students.

A suitable suit and rubber-soled shoes are necessary in the gymnasium, and those persons not already provided with such attire are advised to procure it after reaching the school, as a greater uniformity of costume may thus be acquired. The cost will be from four to five dollars.

Each student is subject to physical examination, which will determine fitness for the work to be taken, and exercises for special development are given.

This department aims to do practical work, developing a well trained body as a support for a well trained mind.

### MANUAL TRAINING.

MR. SMITH.

1. Four-year course for graduates of country schools. Two hours a week.

First term.—Shop work in wood.

Second term.—Pottery.

Third term.—Sheet metal work in brass and copper.

Considerable emphasis will be placed upon the design of all projects constructed. The nature of the materials used and the industries related to them will be studied. Wherever practicable the work will be correlated with other subjects in the course.

**Construction Work. Elective. Ten hours a week.**

This course is arranged to prepare students to teach the various forms of construction or industrial work suited to the classroom. Weaving, basketry, pottery, cardboard construction, and sheet metal work in brass and copper will be taken up and their educative value and their relation to other subjects in the curriculum will be considered. Lessons in applied design will continue throughout the course.

3. Shop work, Bench Work in Wood and Wood Turning. Elective. Ten hours a week.

The aim of this course is to give a comprehensive view of a course in wood work for the upper grades or first years of high school. Many projects suited to these grades will be designed and typical ones constructed in the shop.

Lessons in design and mechanical drawing will continue throughout the course.

## DOMESTIC SCIENCE.

MISS BERRY.

### 1. Foods. Elective. Ten hours a week.

This course covers briefly the following topics:

1. The composition and nutritive value of foods.
2. Their relation to the needs of the body.
3. Fundamental principles and processes of cooking.

The method of studying these topics includes:

1. Experiments designed to lead the student to discover, for himself, to verify or to illustrate certain fundamental principles drawn from the pure sciences, which have direct application in the process of preparing foods.
2. The application of these principles in cooking.
3. Discussion of assigned topics from Hutchison, "Food and Dietetics," Thomson, "Practical Dietetics," Halliburton, "Chemical Physiology," Stewart, "Physiology" and Conn, "Bacteria, Yeasts and Molds."

### 2. Sewing. Elective. Ten hours a week.

1. Consideration of the course of study in sewing for the elementary school.
2. Material and models suited to the different grades.
3. The making of models and simple garments.

## THE TRAINING DEPARTMENT

NEWELL DARROW GILBERT, A. M., DIRECTOR.

About six hundred children in the public schools of DeKalb constitute the Training School. About two hundred fifty are in the Normal building and the rest are in the Glidden School.

Six teaching credits are required for graduation. The general plan anticipates two terms of teaching, one term as assistant and one term in charge of a room, for one-half of each day. The arrangement is modified somewhat in individual cases. In the city buildings each critic has charge of two rooms and will thus have the supervision, ordinarily, of four pupil-teachers. Since beginners are permitted to assist in the care of rooms this number is increased to six. The pupil-teachers are conditioned substantially as they will be in their subsequent teaching, with this difference,—the supervision is closer.

Illustrative exercises with classes of children conducted by critic teachers, heads of departments, and by unusually capable pupils constitute a regular and important feature of the training work.

The following course of study is organized under the direction of the Superintendent of Schools. Much assistance is contributed by individual members of the city teachers and of the Normal School faculty. A large part of this is so interwoven that individual credit cannot be given. It is not invidious

to make special mention of the work of Mr. Keith, on Penmanship; of Mr. Hatch, on Geography topics and references; of Miss Patten, on the History outline; of Mr. Parson, on Inventive Geometry; of Mr. Charles, on Nature Study; of Misses Nicholson and Huff, on Music; of Miss Stratford, on Drawing, Miss Foster, on Physical Training, and Miss Whitman, on Grammar.

## COURSE OF STUDY. THE LANGUAGE GROUP.

The studies of this group—Literature, Reading, Language, Spelling and Writing—hold at once the widest relations with the Course of Study as a whole and the closest among themselves. The aim throughout the course is to recognize this fact and keep the members of the group in immediate association each with the others and in intimate correlation with other studies.

### LITERATURE.

The place of literature in the course is two-fold; (a) To illuminate and interpret facts of science, geography or history; (b) as an object of study in itself, as a source of refinement and mental quickening.

In the first case, it is to be read or related and not dwelt upon except as portions are now and then memorized. In the second, the teacher and class should linger over it and endeavor to get its deeper meaning and spirit. In the first three grades, this presentation should be mainly by narrative by the teacher, to be narrated in turn by the individual children before the class, and is to be a daily exercise. In the Fourth, Fifth and Sixth Grades this material is to be used in the reading classes and is to be presented with careful thought analysis. In the Seventh and Eighth Grades this work is to be fairly close intensive study of masterpieces with parallel readings and is to alternate with formal grammar.

Apart from material designated here, much that is chosen with reference to special days and events will be presented. Much effort should be given by the classes to memorizing choice selections, especially such as relate to birds and flowers, to seasons and seasonal characteristics and events. Selections used for reading should present many lines, couplets, stanzas, paragraphs; many rare, apt, vigorous words; many phrases and many figures—to be held in memory and often recalled and enjoyed by teacher and class. Definite effort should be made to give these words, phrases, figures, varied appropriate associations, in order to work them into the web of the children's thinking and usage.

The lists given below are by no means exhaustive. They rather present types. Much of the current children's literature finds its way into the school-room.

References:—McMurry (C. A.): *Special Method in Literature*; Scudder: *Literature in Schools*; McMurry, (Mrs. Lida): *Songs of Tree-top and Meadow*; Shute: *Land of Song* (3 vol.).

### FIRST GRADE.

Fairy Tales and Folk Stories.

The Old Woman and Her Pig.	The Street Musicians.
Little Red Riding Hood.	Cinderella.
The Three Bears.	

Fables, Nature-Parables and Myths:	
Lion and Mouse.	Fox and Crow.
Wind and Sun.	The Pea Blossom.
Anxious Leaf.	Little Match Girl.
Persephone.	

References:—Lida McMurry: *Classic stories*; Flora J. Cook: *Myths*. Andersen: *Fairy Tales*.

### SECOND GRADE.

Hiawatha or Robinson Crusoe.	Arachne.
Phaeton.	Hermes.
Selections from Jane Andrews's	Seven Little Sisters.
Robin legends.	Moon legends.
Woodpecker (legend).	

References:—McMurry and Husted's *Robinson Crusoe*; Cooke's *Myths*; Whittier's *Poems*.

### THIRD GRADE.

Midas.	Rhoecus.
Baucis and Philemon.	Old Testament Stories.
Robin Hood Stories.	King of the Golden River.
Perseus.	

References:—Hawthorne's *Wonder Books*; *Old Testament Stories*; Baldwin's *Stories of the Chosen People*; Lowell's *Poem*, *Rhoecus*; Hale: *Age of Fable*; Gayley: *Mythology*; Pyle: *Adventures of Robin Hood*.

In the succeeding grades the Literature will be presented by means of reading. See the work designated under head of "Reading" for these several grades.

### READING.

Note:—Reading is the most wide-reaching acquisition made by the child in school. No agency is capable of becoming so effective under wise teaching for at once disciplining and informing the pupil's



## *The Northern Illinois State Normal School.*

mind No study, then, deserves more careful consideration or demands more carefully elaborated plans than this. For in actuality no other study more widely and effectively conduces to bad mental habits.

It must begin and at every point proceed on the basis of vigorous, genuine thinking on the part of the child, and the life of such thinking is constant, clear, vivid, imaging—the reality and character of which the teacher should unfailingly put to the proof in some way—drawing, construction, dramatization, or equivalent forms of expression.

These remarks lead to the following suggestions:

1. The reading must be chosen with wise discrimination, as to its adaptation to the children's intelligence, taste and effort, in thought, in spirit, in phraseology.

2. Close alliance must be kept of the reading matter to the children's active interests—other studies, seasonal changes, attractive elements of environment, of experiences, etc.

3. The material chosen for the reading hour should characteristically be from the "literature of power"—writings that by reason of their purity, beauty and spiritual strength have become classic.

4. Supplementary reading should be used, not simply to give more exercise in reading, but to enlarge and enrich specific topics, thus applying the power to read to a clearly perceived end in the acquisition of information, reading from sharply defined, immediate motive, with close and strong association.

5. The assignment of work must be made in such a way as to make a tangible presentation of things to be accomplished; (a) words to be looked up; (b) allusions to be explained; (c) questions of fact to be verified; (d) questions of thought or of motive.

6. No text-book in reading, which is not in itself a literary whole is to be taken seriatim. But rather the contents should be analyzed and selections assigned when and where they respectively have a clear and significant bearing.

References:—McMurry, (C. A.): *Special Method in Reading*; McMurry (Mrs. Lida). *Beginning Reading*, Northern Illinois, June, 1901, and February, 1904; Hinsdale: *Teaching the Language Arts*; Parker: *Talks on Teaching*; N. I. S. N. S. Bulletin for May, 1905.

### FIRST GRADE.

1. The first lessons in reading are drawn: (a) from games and occupations; (b) mainly from literature used for narration in this grade; (c) from the mature work. (See *Language, Spelling, Writing, Literature*).

2. Of the following several should be read—some entire, others in part; some, perhaps, read through, but more probably the teacher should alternate two or more so as to use their simpler or more appropriate portions in harmony with suggestion six above:

Cyr's Primer.

Taylor's First Reader.

Cyr's First Reader.

Overall Boys.

Sunbonnet Babies' Primer.

Folk-Lore Stories.

New Era First Reader.



## *Catalogue and Course of Study.*

### SECOND GRADE.

Stepping Stones to Literature, Book Two; Taylor's Second Reader; Hiawatha Primer; McMurry's Classic Stories; Around the World, No. 1; Bass' Animal Life; Bass' Plant Life; Pets and Companions; Baldwin's Second Reader; Child Life, Second Book.

### THIRD GRADE.

Graded Classics, No. 3; Stepping Stones to Literature, Book Three; McMurry's Robinson Crusoe; Andersen's Tales; Old Testament Stories; Classic Myths; Child Life, Third Reader; Stevenson's Child's Garden of Verse.

### FOURTH GRADE.

Hiawatha; Arabian Nights; Hawthorne's Wonder-Book; Cook's Story of Ulysses; Fifty Famous Stories Retold; Old Stories of the East.

### FIFTH GRADE.

Whittier's Child-Life in Poetry and Prose; Irving's Legend of Sleepy Hollow and Rip Van Winkle; Ruskin's King of the Golden River; Hawthorne's Tanglewood Tales.

### SIXTH GRADE.

Whittier's Snow Bound; Macaulay's Lays of Ancient Rome, Longfellow's Building of the Ship, Miles Standish and Selected Poems; Burrough's Birds and Bees and Sharp Eyes (selections); Scott's Tales of a Grandfather (selections); McMurry's William Tell; Warner's, How I Killed a Bear, etc.

### SEVENTH GRADE.

Evangeline; Arnold's Sohrab and Rustum; Holmes' Grandmothers' Story of Bunker Hill Battle; Burroughs' Birds and Bees, etc. (selections). Stories of King Arthur; Dickens' Christmas Carol.

### EIGHTH GRADE.

Bryant's Thanatopsis and other Poems; Lowell's Vision of Sir Launfal and selected poems; Merchant of Venice, Webster's Bunker Hill Orations; Lincoln's Gettysburg Speech; Scott's Lady of the Lake or Lay of the Last Minstrel.

### LANGUAGE.

By language here is meant the work by which we definitely seek to shape the pupil's habits of speech and discipline him in the use of good English. The first requisite of good speech is good thinking. Accordingly the general aim of these exercises—the aim which determines both material and method—may be stated thus:

## *The Northern Illinois State Normal School.*

1. To stimulate, discipline and refine the pupil's power to think.
2. To habituate the children to the use of good English, i. e., correct in form, and, as well, concise, direct, ready, apt, exact and even elegant, both in speaking and writing.
3. To prepare them specifically for the common conventional demands which their subsequent life will put upon them.

These three involve these others:

1. Definitely enlarging and enriching the child's vocabulary especially in the vernacular, and bringing it into command for every day use.
2. Teaching correct spelling, appreciation of the force of words, derivation—the commoner roots, suffixes and prefixes—and the discrimination of synonyms and homonyms.
3. Teaching the structure of the English sentence.
4. Drill in punctuation, use of capitals, paragraphing and margins.
5. Teaching ordinary business and social forms.

In order that the pupils may develop and maintain a strong wholesome, urgent desire for worthy self-expression, material for these exercises should be drawn from the active school and home interests of the children and given always under the impulse of some, sufficient immediate motive, as, (a) gratification of others; (b) expression and defence of an opinion; (c) sense of mastery. These exercises must have a distinctly formal element, and by them the teacher can scarcely do more than lay out the lines of correct usage. The following of such lines must become a matter of habit, and this in general is the result only of persistent training. Every recitation, then, is an opportunity, not to be missed, quietly, unremittingly, to give the exercise needful. There is no greater need to teach children to write than to teach them to talk—with all that this involves of choice of words, of arrangement, of distinct and melodious utterance.

Written work should be preceded by careful oral discussion to digest the thought to be presented, and in general a more or less full outline should be worked out by teacher and class and written on the board. This may, or may not, as circumstances require, be more than two or three main sub-topics, and may or may not be left on the board, as the children write. The subject must be relatively simple or the class well trained, to get on well wholly without the mnemonic aid of the outline. The idea is to do for the children what we do for ourselves to secure freedom and so completeness and clearness of expression.

In all language exercises, care must be had that the children do not fall back wholly upon the vocabulary already familiar to them but that new words and idioms are worked into their usage.

In general it is advisable to arrange Language, Spelling and Writing for consecutive periods in the program, so that time for one may merge, in whole or in part, into the others when desirable.

References;—Metcalf and Bright's Language Exercises; Bright's Graded Lessons in Language; DeGarmo's Language Books; Keith's Teaching the Language Arts, Northern Illinois, May 1902; Cooley's Language Lessons; N. I. S. N. S. Bulletin, November, 1904 and November 1905

For general reading there may be found in the Normal Library—Hinsdale: Teaching the Language Arts; Laurie: Language and the Linguistic Arts; Chubb: The teaching of English; Parker's Talks on Teaching.

### FIRST GRADE.

1. Familiar conversation in connection with Nature Study and other observational work. This conversation should be free and informal, and yet direct and purposeful, seeking to elicit—(a) complete statements, accurate in expression and true to fact; (b) consecutive sentences, giving a quite complete, continuous statement of observations.

2. Oral reproduction of stories, told in Literature. This work in this grade and the next is the special opportunity to lay the foundation of a full, rich vocabulary in the vernacular, and of freedom, vivacity and vigor in thought and expression.

3. As soon as practicable, written sentences setting out in connected statements the gist of a story or of a science lesson. This work merges into spelling, writing and reading.

### SECOND GRADE.

1. Conversation as in the First Grade.

2. Oral reproduction of stories told and read, as in First Grade, but more extended.

In both Grades, dramatization will tend to bring out more strongly the better qualities of language and deepen their impression on the children's minds.

3. Written exercises, as in First Grade, but more extended; (a) sentences; (b) written reproduction of stories.

Note.—The following is suggested as an order by which material may be thoroughly used in this grade and the next: (1) The story is related and (2) orally reproduced (literature lesson). (3) In reply to teacher's questions the story is repeated in outline, and such words and phrases as are thought desirable to emphasize, either because of difficulty or of endeavor to graft them on the child's vocabulary, are listed on the black-board and either left on the board, or better, copied by the children on slips of paper (writing and spelling lesson). With these slips ready for reference the children go to the board and write the story or sentence indicated. (5) As far as possible these are reviewed by the teacher and class, criticised as to accuracy of statement, choice of words, spelling, punctuation, etc. (6) The children then write the same story at their desks on paper.

### THIRD GRADE.

1. Conversation as in lower grades, but with much greater exactness as to fulness and continuity of statement.

## *The Northern Illinois State Normal School.*

2. Oral reproduction of stories; dramatization (see Second Grade).
3. Written exercises: (a) reproduction of stories; (b) reports of science lessons, excursions, trips, etc.; (c) brief friendly letters, with careful teaching of simplest forms.
4. Invention of stories—first of oral, then written—based on pictures, incidents, objects, suggested and supplied by teacher.

### FOURTH AND FIFTH GRADES.

1. Conversation:
  - a. Material drawn from History, Geography, Science, Excursion, pupil's home interests.
  - b. Especial attention to language element in topical recitations.
2. Written exercises:
  - a. Reproduction of History stories and of Geography and other lessons. Written lessons in Arithmetic should be good language exercises.
  - b. Reports (see Third Grade).
  - c. Friendly letters.
  - d. Stories invented by children, with and without common core of suggestion.
  - e. In connection with Arithmetic, bills and receipts.
3. Sentential structure. In the study of Reading and in the criticism of written work, lead pupils to discover and separate the greater elements of the sentence—subject and predicate—and the words or sets of words—modifiers—which are used to render the thing thought of (subject) more definite, and the thought concerning it (predicate) more explicit. The whole purpose here has to do with function, and technical terms should be avoided.

What is done here should rise naturally and as a matter of course from the effort to help the pupils master the more involved and difficult sentences in their reading and to give them a method of attack on their own difficulties in composition.

### SIXTH GRADE.

1. Topical recitations.
2. Oral presentation and defense of opinion on points of history—past and present; results of inquiry on special topics; description of places, persons and objects of special interest.
3. Written exercises:
  - a. Biographies: topics from History, Geography and other branches.
  - b. Reports, descriptions, etc.
  - c. Friendly and business letters.
  - d. Stories.
  - e. Independent outlines of articles read, discussions had, preparatory or not to written work.

f. Business forms involved in arithmetical problems.

4. The study of sentence structure as a means of clearer interpretation of text read: (1) to discover as above, and separate the essential parts (subject and predicate); (2) to recognize the function of such sentence elements as modifiers and connectives; (3) and, further, to appreciate the value of word order in making the meaning of the sentence clearer and more forceful.

Technical grammatical terms may be introduced gradually, but with no formal effort to have children form or learn definitions.

### SEVENTH GRADE.

The study of formal grammar is begun in this grade, the work being confined to the study of the sentence as a whole, its larger elements, and their relations. The stress is laid upon analysis, begun as early as possible and continued throughout the entire work.

I. Imaging from sentences.

Use material rich in thought-images, and vividly expressed.

Develop thought-subject and thought-attribute.

II. The sentence.

Use full, clear sentences and distinguish "Subject" and "Predicate." Use abundant material and introduce the following details:

1. Irregular order of Subject and Predicate.

2. The Compound Subject. Compound Predicate.

3. The use of the expletive, "There."

III. Classify Sentences:—

1. According to Purpose.

(a.) Declarative.

(b.) Interrogative.

(c.) Imperative.

Develop work carefully in changing from one step to the next. Review continually. Point out subject and predicate. Vary work using exercises which require one or the other elements to be supplied.

2. According to Structure.

(a.) Single.

(b.) Compound.

Show relations in compound sentence expressed by the type words, "and," "but," "or" and "for."

IV. The Subject:—

(1.) Separate the base of the subject from the modifiers. Develop definition of noun, pronoun. Use sentences containing subjects with several modifiers.

(2.) Study the modifiers of the subjects:—(a.) The word modifiers. Develop the definition of the objective; (b.) the phrase modifier. Expand from word to phrase and develop definition of the phrase as an adjective modifier; (c.) the clause modifier. Compare with word and phrase, and show the force of the clause as a modifier. Point out use of connectives and develop definition of conjunction.

V. Predicate.—

(1.) Begin with verb of complete predication, and modifiers. Separate verb from modifiers. Develop definition of verb as the asserting word.

(2.) Study the modifiers of the meaning of the verb.

(a.) Word modifiers. Develop the definition of adverb and point out its various significations without formally classifying.



## *The Northern Illinois State Normal School.*

(b.) The phrase modifier. Show its adverbial use, comparing with single adverb modifier. Develop the function of the preposition.

(c.) The clause modifier. Compare with word and phrase modifier, and show force of the clause as modifier. Point out the double use of the connective and review conjunctions.

### VI The Complement.

#### (1.) The Copula Verb.

Having used previously verbs of complete predication only, proceed to the development of predicates containing verbs of incomplete predication, beginning with the copula and the subjective complement. Develop carefully.

(2.) The Transitive Verb. Compare with verb of complete predication and develop definition of object complement. Give abundant exercises.

(3.) Transitive-copulative Verb. Compare with transitive verb and develop definition of objective complement.

The greatest importance is attached to careful drill and constant review. Remember that the work must move slowly to be successful.

2. Composition: (a) Essays based on various lines of work. (b) Letters—friendly, social, business. (c) Stories. (d) Free paraphrases, or interpretations, of selections from literature, not bare prose transpositions. (e) Interpretations of pictures.

3. In correction of essays and in discussion of them, close attention to paragraphs and their contents, sequence of paragraphs and of sentences within the paragraph, and, as in Sixth Grade, to sentential structure—grammatical and rhetorical.

## EIGHTH GRADE.

### 1. Grammar.

(a.) Review during the first six or eight weeks the work of the seventh grade.

(b.) An intensive study of the parts of speech, including the classification, properties and inflectional forms of each.

(c.) Analysis of literary selections, with reference to the best authorities, as found in the library.

### 2. As in Seventh Grade.

3. Rhetoric. Careful criticism, class and individual, of pupil's essays. The common figures—simile, metaphor, synecdoche—and some of the simpler poetic meters worked out in the study of literature, not so much by way of nice definition as with reference to their forms and their rhetorical value in enhancing the vigor of the sentence.

## PUNCTUATION

Note—The designation of certain elements of punctuation for certain grades is not meant to prescribe formal lessons, but to indicate certain things, which by the end at least of the respective grade years the pupils should have under control for use. They will for the most part know them earlier than the indicated time. But the teacher should definitely ascertain whether they do know them by the time prescribed.



The teaching in the first three grades, at least, should be based on imitation, association and the teacher's quiet opportune suggestion, and should aim at implicit knowledge and use. In Fourth and Fifth Grades, explicit statements may be looked for, and when made should be constantly appealed to as a standard of use in written work. In Sixth, Seventh and Eighth Grades, a compact body of rules gathering the various points of the course should be taught. The correction and discussion of the regular exercises will give sufficient material for such instructions, especially when reenforced by abundant specific illustration.

To secure uniform practice, Bigelow's *Handbook of Punctuation* is taken as the standard and will be supplied to the teachers' desks.

#### FIRST GRADE.

1. The period—(a) at the end of a sentence; (b) Mr. and Mrs. taught as words; (c) other common abbreviations used by teacher, as names of the days, of the weeks, and names of the months in weather charts, etc.
2. The comma.
3. The question-mark.
4. Capitals (a) in proper names; (b) at the beginning of a sentence.
5. The possessive form.

#### SECOND GRADE.

1. The period, in abbreviations needed for use.
2. The comma, to set off the vocative.
3. Quotation marks, to mark an undivided quotation.
4. The hyphen, in a word divided at the end of a line.

#### THIRD GRADE.

1. The comma (a) in letter forms—e. g. dates and addresses; (b) to set off a brief quotation.
2. Capitals (a) in abbreviations; (b) in headlines and titles.

#### FOURTH GRADE.

1. The comma (a) to set off appositives; (b) to divide a compound sentence.
2. Quotation marks, in the divided quotation.

#### FIFTH GRADE.

1. See preceding grade.

#### SIXTH GRADE.

1. Comma, to set off adverbial clauses.
2. Semicolon, in compound sentences.
3. Parenthesis.

## *The Northern Illinois State Normal School.*

### SEVENTH AND EIGHTH GRADES.

1. Comma to set off the adjective clause when not restrictive.
2. Colon after *as follows*, *the following*, *this* and *these*, etc.
3. The dash (a) after a colon; (b) in place of the parenthesis; (c) in an interrupted sentence.

### SPELLING.

Note—The instruction in spelling is based on the belief that it is “possible to learn to spell and at the same time to express educative thought by writing.” The teaching of spelling, therefore, is to be kept in closest association with the various lines of study and is especially to be regarded as an active phase of all written work.

A large proportion of bad spelling results from slovenly enunciation. The teacher is to exercise constant care over the children's habits of speaking. Wherever lists of words are presented—in Language, Reading, etc.—careful drill in clear, forcible, deliberate pronunciation, always with falling inflection, should be given persistently. Accent is secured by pitch better than by stress of voice.

The use of the dictionary for pronunciation mainly, and for definition under such careful oversight by the teacher as insures that the definition defines, should receive faithful attention to teach (a) the swift and direct finding of words; (b) the ready and accurate interpretation of diacritical marks; (c) resort to it for correct spelling; (d) in due time, the selection of definitions from the Unabridged Dictionary.

The Speller is not meant to be slavishly followed, it is to be taught. Some words and even whole lessons, it may be desirable to omit, or to transpose, certainly. Scan rules carefully, to be sure they are clear to the children.

### FIRST, SECOND AND THIRD GRADES.

1. At first identical with writing (q. v.)
2. Merged in the Reading, and, especially, the written Language.
3. Word-building—particularly in games, such as Rhymes.
4. Phonics—introduced gradually by teachers, by isolation of initials and terminals, of long and short vowels, until children are prepared to discriminate sounds and appreciate their function as integral parts of the words.

### FOURTH, FIFTH AND SIXTH GRADES.

1. Written and oral work on list, drawn from the various exercises and definitely selected to include (a) mis-spelled words; (b) new and difficult words; (c) homonyms, suggested by erroneous usage.
2. Use of dictionary begun and developed as indicated above.
3. Significance of commonest suffixes and prefixes.
4. Daly's Rational Speller, pp. 1-33.

### SEVENTH AND EIGHTH GRADES.

1. Lists as in earlier grades.
2. Use of dictionary, developed to include use of unabridged edition in selection of definitions; in tracing derivations; in discriminating synonyms and antonyms.

3. Lists of synonyms and antonyms based on literature and essay work. Continue definite work on homonyms.

4. Derivatives, based on Literature and essays.

5. Daly's Speller: Seventh Grade, pp. 34-66; Eighth Grade, pp. 67 to close.

## WRITING.

The purpose of teaching children to write is to equip them with a highly conventionalized means of expressing themselves and of interpreting the thoughts of others. To be effective—(a) it must be easily legible, neat and rapid; (b) the individual must have, to a marked degree, the unconscious power and freedom of written expression shown in oral speech.

This skill rests on motor habit, is developed by sustained effort and without repetition—practice—rapidly decreases. Written form of itself does not afford sufficient motive to secure the desired result. This must be found in keeping writing from the first to the definite end for which it is intended—self-expression. Carelessness and slovenliness have the same tendency to form habits as carefulness and neatness. Hence the former cannot be tolerated.

In the primary grades, pupils have not the degree of motor coordination necessary to perfection of form. Hence forms must be approximate only, and the process of approximation must be given time and a moderate degree accepted. However, approximation to standard forms should progress through these grades.

The movements in writing should be at first large and free, on the black-board, on large sheets of paper unruled—for example the "9 in. x 12 in." drawing paper—or very wide-ruled paper, with no extra ruling.

The first work in writing is closely associated with learning to read, deals with the words the teacher presents, and is based on the impulse and power to imitate. The teacher writes a word of immediate interest because of its associations, on the board—writing deliberately in a large hand and in such position that the children may see the whole movement—i. e., with the left side to the class—erases and asks the children to write. The process is repeated at the teacher's discretion. No copying is to be done, except as the children imitate the teacher's movement. Children may be trained to imitate in the air the teacher's motions as she writes, preparatory to their own effort. The work on words merges as soon as possible into sentences.

To help children gain co-ordination and freedom the teacher gives a simple story which the children illustrate at the board step by step, using large, bold lines.

Careful and constant attention must be given to train to a posture and movement that are hygienic and economical of physical en-

## *The Northern Illinois State Normal School.*

ergy—that is, a position that does not distort the body, hinder free motion or strain the eyes. As a rule this matter is grossly neglected by teachers. to the defeat of the course of training designed and provided. The teachers are instructed to hold children to adopt and adhere to the following:

Position:—Child facing the desk squarely; trunk straight, inclined slightly forward and resting lightly on left elbow so as to leave the right arm entirely free, feet firmly and evenly on the floor. Paper perpendicular to the body or front edge of the desk—or better, perhaps, paper turned to be at such an angle to the body as will prevent twisting the trunk or dropping the head to watch the pen. The pen should be held by the thumb and the first two fingers—the first finger on top of the holder, the second finger and thumb to the sides of it and underneath, the fingers straight, the thumb bent to touch the holder opposite the first joint of the first finger. This manner of holding the pen will naturally cause the holder to fall across the knuckle of the forefinger.

The question of slant in writing will take care of itself, resulting in that degree of slant most conducive in individuals to the standard described at the outset—if only right physical habits are formed.

### GEOGRAPHY.

The plan of the course in Geography is a series of type-studies, beginning with home-geography and passing to our state at large; the Mississippi Valley; the Atlantic Coast and Canada; the Pacific Coast and Mexico; Cuba and Porto Rico; Europe; Asia; Australia; South America; Africa; Physical and Astronomical Geography. The Geography topics of the Fourth and Fifth Grades are followed and enriched by history stories belonging to the regions studied.

This scheme of teaching Geography gives definite purpose and method to the gleanings of information and illustration—historical scientific, literary—from various sources and affords opportunity to teach children some effective system of classifying and indexing such material. Matter so collected should be constantly sifted and only the best, the most interesting, the most pertinent to the specific topics should be kept. Not the least advantage of this plan is the opportunity to the teacher always to have fresh matter to bring the child, fuller, richer, better organized knowledge.

There must be constant use of the map and the globe to keep the notions of location, distance, direction and relief forms well in mind. Excursions are to be made frequently, but always in consultation with the principal, both as to purpose and plan, and discussion of results.

The text-book must not be neglected. It cannot, fortunately, be taken by rote; but its maps, its illustrations, its information constitute the most available resources, and the pupils are to be directed to all it contains pertaining to the lesson topic.

In the First and Second Grades the geographical work will be in the form of nature study, dealing with the child's environment, involving notions of position and direction; points of the compass; of winds, their character, and prevailing direction; of the seasons, their characteristics, weather; distinctive occupations, sports, condition of living, etc.; of fields and woods and streams; of plant and animal life.

Views of the "great, wide, wonderful world," will be given in studies of human life under contrasted conditions, especially stories of child-life in various countries and climes.

### THIRD GRADE.

"Third Grade or home, geography includes local surface features drainage and soil, gardening, agriculture, and food products; house building and related trades and occupations; clothing and the sources from which it is derived; local commerce, roads and bridges, rail-roads; local government, including the town and city organization, board of education, county officers, court-house. All these topics should be worked out in the third grade as concretely as possible, based upon the common observations of the children in the neighborhood and reinforced by excursions which are made by the teacher and the children in the regular course of instruction."

"They should get acquainted with the great continents and oceans, and especially with North America and the United States, upon the globe, in their general relations to the earth as a whole, so that, as they move forward in their future study of geography, they will have before them the general relations of the home to the great earth and to other communities, countries and peoples, their dependence upon them, the modes of communication and exchange with them."

"Besides this, while the children are getting these various geographical concepts of the home, they should be given some larger views of the earth as a great ball in space, whose surface is varied by continents and oceans and upon which the sun and moon shine from a distance." There should be also some study of the sun and moon and more noticeable constellations, stars and planets.

### THIRD GRADE TOPICS.

#### FOODS.

- |                   |                  |
|-------------------|------------------|
| 1. A fruit store. | A dairy.         |
| A bakery.         | A creamery.      |
| A feed mill.      | A grocery store. |
| A meat market.    |                  |

#### CLOTHING.

- |                        |                    |
|------------------------|--------------------|
| 2. A shoemaker's shop. | A tailor's shop.   |
| A glove factory.       | A dry goods store. |



## *The Northern Illinois State Normal School.*

### TOOLS AND BUILDING SUPPLIES.

- |                       |                   |
|-----------------------|-------------------|
| 3. A Blacksmith shop. | A wagon shop.     |
| A tin shop.           | A hardware store. |
| A planing mill.       |                   |

### GOVERNMENT.

4. City Hall; Officers:—Mayor, councilmen, police, police magistrate.  
Functions—most obvious. Fire Department, Water Department.

### TRANSPORTATION.

5. Roads and bridges; streets and pavements; railroads and shipping.

### MISCELLANEOUS.

6. A greenhouse. The farm. Spring. Fall.  
The grain elevator. The study of slopes from the cupola.  
On the Campus:—Forest, pond, streams, slopes, meadow.  
House building. Brick and tile manufactories.  
Carpet weaving. A china store.  
A garden.—Planting in the spring. Harvesting in fall.  
References:

Dopp, Catherine E. "The Place of Industries in Elementary Education."

### FOURTH GRADE.

1. Chicago. A great city. A commercial center. The Drainage Canal.

The Illinois River.

History:—Fort Dearborn and Blackhawk War.

Shabbona. The Story of Starved Rock.

References:—

McMurry, Dr. C. A. "Special Method in Geography."

"Special Method in History."

Type Studies from United States Geography.

"Our Own Country," Book III. Chap. 14.

"Around the World," Book. III.

Carpenter, "North America."

King, Book Four, Part II.

Tarr & McMurry, "North America."

Wm. E. Barton, "The Prairie Schooner."

See Library Reference Sheet.

2. The Prairies of Illinois. Extent of. Transformation that has taken place since the arrival of the white man. Productiveness. Grain, pasture, live stock, growth of commercial centers, railroads.

History:—George Rogers Clarke's capture of Kaskaskia and Vincennes.

References:—

McMurry, "Special Method in Geography."

"Special Method in History."

"Our Own Country," Book III, Chap. XV.

"Stories of Industries." Vol. II.



Tarr & McMurry, Geography.  
Lodge, "The American Revolution," Vol. II.

3. A coal mine in the coal fields of Illinois.

References:—

McMurry, "Special Method in Geography."  
"Around the World." Book III.  
King, Book Four, Part II.  
Tarr & McMurry, Geography.  
Greene: Coal and Coal-mining.  
"Stories of Industries," Vol. I.  
Patton, "Natural Resources of the U. S."  
See Library Reference Sheet.

4. Excursion on the Upper Mississippi River from St. Louis to St. Paul. Minneapolis, a center for the manufacture of flour. The wheat fields of the northwest.

History:—Hennepin's voyage on the Upper Mississippi River.

References:—

McMurry, "Special Method in Geography."  
"Special Method in History."  
Carpenter, "North America."  
"Our Own Country," Book III.  
"Stories of Industries," Vol. II., pp. 92-96.  
Guyot's Geographical Reader and Primer, Vol VII.  
See Library Reference Sheet.

5. Pinerias and Lumbering in Northern Michigan.

Lake Superior and the copper mines.

The Iron Mines of Michigan. Transportation of Ore.

History:—Marquette and Joliet's explorations on the Great Lakes and the upper Mississippi River.

References:—

McMurry, "Special Methods."  
Patton, "Natural Resources of the U. S."  
"Great American Industries," Book II.  
King, Book Four, Part II.  
Perry Mason, "The Great Lake Country, (14)."  
Tarr & McMurry, "North America."  
See Library Reference Sheet.

6. The hardwood forests of Indiana and the Ohio Valley.

History:—Lincoln's early life in Kentucky, Indiana and Illinois.

References:—

McMurry, "Special Methods in History and Geography."  
Eggleston, "First Book in American History."  
James Baldwin, "Four Great Americans."

7. Surface, climate and tobacco culture in Tennessee and Kentucky.  
Mammoth Cave.

History:—Daniel Boone. Robertson and the settlement of Tennessee.

References:—

McMurry, "Special Methods."  
Perry Mason, "The Lake Country (14)."  
Eggleston, "First Book in American History."  
"Our Own Country," Book III, Chap. XVI.  
See Library Reference Sheet.

## *The Northern Illinois State Normal School.*

8. Trip on the Upper Mississippi, from Cairo to the Delta. Make a special study of the Jetties.  
History:—La Salle's trip to the mouth of the Mississippi River.  
References:—  
McMurry, "Special Methods."  
Tarr & McMurry, "North America."  
King, Book Four, Part II.  
Mark Twain, "Life on the Mississippi."  
Carpenter, "North America."  
See Library Reference Sheet.
9. Cotton and its cultivation. Markets for cotton.  
History:—DeSoto's trip through the South.  
References:—  
McMurry, "Special Methods."  
"Around the World," Book III.  
"Stories of Industry," Vol. II.  
Chisholm, "Handbook of Commercial Geography."  
King, Book Four, Part II.  
Perry Mason, "On the Gulf."  
Tarr & McMurry, "North America."  
Trotter, "Geography of Commerce."  
See Library Reference Sheet.
10. The Missouri River and the country through which it flows. Compared with the Ohio River.  
History:—Fremont's first expedition.  
References:—  
McMurry, "Special Methods."  
Tarr & McMurry, "North America."  
See Library Reference Sheet.
11. Map review of the section of the country studied.  
Extent of the Mississippi Valley.  
The fertility and productiveness of this valley.  
The many industries touched upon during the year.  
The markets and means of transportation.  
Chief cities and reasons why they came to be where they are.  
See Library Reference Sheet.

### FIFTH GRADE.

1. The Great Lakes. Niagara Falls. Description. Utilization of water power. What it has made necessary—Welland Canal—Buffalo and its warehouses—Erie Canal.  
History:—Fort Niagara and the French fur traders.  
Perry's Victory on Lake Erie.  
References:—  
"Our Own Country," Book III.  
"Around the World," Book III.  
Carpenter, "North America."  
McMurry, "Special Method in Geography."  
King, Book Four, Part II.  
Perry Mason, "The Great Lake Country."  
Tarr & McMurry, "North America."  
Pratt, "Guyot's Geographical Reader and Primer."  
See Library Reference Sheet.

*Catalogue and Course of Study.*

2. The St. Lawrence River. Thousand Islands. Montreal. The Canadian people and rural life. Quebec. Codfishing off New Foundland.

History:—Champlain.

The Capture of Quebec.

References:—

"Guyot's Geographical Reader and Primer."

"Our American Neighbors."

Carpenter, "North America."

Gilbert Parker, "Seats of the Mighty."

See Library Reference Sheet.

3. The Hudson River. Scenic, historic, and commercial value. The Catskill and Adirondack Mountains. Summer resorts. New York City. A great seaport. Foreign commerce. Imports and exports. Central park. Brooklyn bridge. Statue of Liberty. Docks.

History:—Henry Hudson, The story of Rip Van Winkle. (Literature).

References:—

King, Book Four, Part II.

Tarr & McMurry.

"Our Own Country."

See Library Reference Sheet.

4. Boston. Study from standpoint of a historic center. Bunker Hill Monument. Lexington and Concord. The minute men. Washington Elm. Old South Church. Faneuil Hall. Harvard College. The Common. Plymouth.

History:—The Settlement of Boston.

The Pilgrims and Puritans.

Paul Revere.

References:—

Moore, "The Pilgrims and Puritans."

Pratt, "Stories of Colonial Children."

King, Book Three, Part I.

"Around the World." Book III.

Carpenter, "North America."

Holmes, "Grandmother's Story and other Poems."

Hawthorne, "Grandfather's Chair."

Earle, "Manners and Customs of Old New England."

See Library Reference Sheet.

5. The Merrimac River. A type river in which water power is utilized. Cotton mills. The manufacture of cotton. Recall the study of cotton in the Fourth Grade.

References:—

King, Third Book, Part I, Chap. IV, V.

"Stories of Industries," Book II, pp. 6-29.

Tarr & McMurry, "North America."

McMurry, Dr. C. A., "Special Method in Geography."

6. The White Mountains. Mount Washington a type of mountain. Granite quarries of Massachusetts. Marble quarries of Vermont. Making maple sugar. The surface of New England.

History:—The story of Stark and the Green Mountain Boys.

King Philip—the extermination of the Indians.

References:—

See Library Reference Sheet.

*The Northern Illinois State Normal School.*

McMurry's, "Special Method in Geography."

Tarr & McMurry's "North America."

"Around the World," Book III.

King, Book Three, Part I.

Perry Mason, "In New England," No. 17.

Eggleston, "First Book in American History."

7. The Appalachian Mountain System. The surface features of the Atlantic States. Anthracite coal. (Recall the study of a coal mine in the Fourth Grade). Iron, Pittsburgh. The blast furnace. Steel production. Ship-building at Philadelphia, (Recall iron in Michigan). Oil wells. Gas wells.

History:—William Penn.

References:—

McMurry, "Special Method in Geography."

Tarr & McMurry, "North America."

Patton, "National Resources of U. S."

King, Book Three, Part I.

Carpenter, "North America."

Walton & Brumbaugh, "Stories of Pennsylvania."

King, Book Four, Part II.

See Library Reference Sheet.

8. Washington, the capital of the United States. The Capitol. The Treasury Building. The State, War, and Navy Buildings. The Smithsonian Institute. The National Library. The National Museum. The Agricultural Department. The Washington monument. The White House.

History:—The early life of George Washington.

References:—

Irving, "Washington and His Country."

Powell, "Historic Towns of Southern States."

Baldwin, "Four Great Americans."

Eggleston, "First Book in American History."

Fisher, "War of Independence."

Hart, "Source Readers."

Scudder, "Life of Washington."

"Our Own Country." Book III.

"Around the World," Book III.

Carpenter, "North America."

King, Book Three, Part I.

See Library Reference Sheet.

9. Baltimore. The Oyster Fisheries of Chesapeake Bay.

History:—Captain John Smith and the settlement of Jamestown.

References:—

Carpenter, "North America."

Tarr & McMurry, "North America."

H. F. Moore, "Oysters and Method of Oyster Culture."

Powell, "Historic Towns of Southern States."

Hart, "Source Readers."

See Library Reference Sheet.

10. The Pineries of North Carolina. Products—tar, pitch, turpentine, resin and lumber. Rice in South Carolina. Peanuts. Sweet potatoes.

History:—Sir Walter Raleigh.

References:—

- Carpenter, "North America."
- Tarr & McMurry, "North America."
- Mill, "Handbook of Commercial Geography."
- McMurry, "Special Method in Geography."
- "Report of Secretary of Agriculture, 1892."
- See Library Reference Sheet.

11. Florida:—Rock formation, coral, Everglades. Climate, winter resort. Oranges. Sponges.

History:—The Spaniard in Florida. St. Augustine.

References:—

- Carpenter, "North America."
  - King, Book Four, Part II.
  - F. W. Davidson, "Florida To-day."
  - Powell, "Historic Towns of Southern States."
12. Texas and Cattle Raising. Ranch life. Pike's Peak. Irrigation in the arid west. Alfalfa. The sugar beet industry.
- History:—Coronado in the Southwest.

References:—

- "Our Own Country."
  - McMurry, "Special Methods."
  - Perry Mason, "Among the Rockies, No. II."
  - Perry Mason, "On the Plains, No. 13."
  - Carpenter, "North America."
  - See Library Reference Sheet.
13. The Colorado River and the Grand Canon. Yellowstone Park.
- History:—"Powell's Exploration of the Grand Canon."

References:—

- "Around the World," Book III.
  - Perry Mason, "Among the Rockies, No. II."
  - Chittenden, "Yellowstone National Park."
  - Carpenter, "North America."
  - Tarr & McMurry, "North America."
  - McMurry, "Special Method in Geography."
  - "Special Method in History."
  - See Library Reference Sheet.
14. Gold mining in California. Story of the discovery of gold. Different methods of mining. The great redwood forests of California and Washington. Wheat and fruit products. Irrigation. Los Angeles and San Francisco.
- History:—Sir Francis Drake.

References:—

- Elson, "Side Lights on American History."
  - "Around the World."
  - Carpenter, "North America."
  - Tarr & McMurry, "North America."
  - McMurry, "Special Methods."
  - Helen Hunt Jackson, "Glimpses of Three Coasts."
  - See Library Reference Sheet.
15. The Columbia River and Salmon Fishing.
- History:—Lewis and Clark's expedition.

References:—

- McMurry, "Type Studies."



## *The Northern Illinois State Normal School.*

Elson, "Side Lights on American History."

"Around the World," Book III.

Carpenter, "North America."

"Country Life in America" June, 1903.

Century Magazine, June, 1903.

"United States Government Report."

See Library Reference Sheet.

16. Alaska. How acquired by U. S. Climate. Japan Stream. Glaciers.

The people. Gold. Salmon. Seals.

History,—Magellan's Trip Across the Pacific Ocean.

References:—

Carpenter, "North America."

"Around the World," Book Two.

Perry Mason, "In Alaska, No. 10."

Appleton, "Guide to Alaska."

Fiske, "Discovery of America."

See Library Reference Sheet.

17. Mexico. Climate. Effect of elevation. Volcanoes. The City of Mexico. The native people. Occupations. Seaports.

History:—Cortez.

References:—

Carpenter, "North America."

"Our American Neighbors."

"Around the World," Book II.

Tarr & McMurry, "North America."

Ballou, "Foot-Prints of Travel."

See Library Reference Sheet.

18. Cuba, Porto Rico, Hayti, Jamaica, the Bahama Islands.

History:—Columbus.

References:—

"Around the World," Book III.

"Around the World," Book II.

Ballou, "Foot-Prints of Travel."

Tarr & McMurry, "North America."

Eggleston, "First Book of American History."

Ober, "Porto Rico and Its Resources."

See Library Reference Sheet.

19. North America as a whole. Surface and outline. Map work. Zones—climate, what effects, life of each zone—man, plant, animal. Cities and cause of growth. Means of transportation, rivers, lakes, oceans, canals and railroads. Common roads. Resources. Natural. Produced by the hand of man. Political divisions

History:—"Story of Our Continent."

References:—

Shaler, "Story of Our Continent."

Mill, "The International Geography," pp. 664-678-710-773.

Tarr & McMurry, "North America," Section I.

### SIXTH GRADE.

1. Trip by steamer from New York to Liverpool. Preparation for journey. Boat lines. Plan of boat. Expense of trip. Time taken in crossing the ocean. Incidents on a trip. Icebergs.



Life in the ocean.

References:—

Steamship Guides.

King, "Northern Europe," Book Six.

Carpenter, "Life in Asia," Chap. I.

See Library Reference Sheet.

2. Liverpool. Cause of growth. Commerce. The Mersey River. The study of the tides. Wet and dry docks. Manchester ship canal. Cotton. (Recall previous work on cotton).

References:—

Taine, "Notes on England."

King, "Northern Europe," Book Six.

"U. S. Consular Report, 1899." Vol. 12. p. 812.

Tarr & McMurry, "North America," pp. 59-62.

See Library Reference Sheet.

3. Leeds, Birmingham, and Sheffield. Coal and Iron. A study of great manufacturing centers. Leading occupations of the English people.

References:—

King, "Northern Europe," Book Six.

See Library Reference Sheet.

4. London. A great metropolis. Map and sections of the city. The Thames River, St. Paul's Cathedral, Westminster Abbey, The Houses of Parliament, The Tower.

References:

Taine, "Notes on England."

Goldwin Smith, "Trip to England."

Youth's Companion, No. 2, "Glimpses of Europe."

King, "Northern Europe," Book Six.

Coe, "Modern Europe."

Ballou, "Foot-Prints of Travel."

See Library Reference Sheet.

5. Location, relief and contour of the British Isles. Climate. The Gulf Stream. Latitude of England as compared with Illinois. Compare climate.

References;—

Guyot, "Earth and Man."

Frye, "Grammar School Geography."

6. Scotland. The people. Compare with the English. Edinburgh, Glasgow. Ship-building. Growth of Glasgow. The Clyde River. The highlands and lowlands. Scott, Burns, Douglas, Wallace, Bruce. (See Literature).

References:—

King, "Northern Europe," Book Six.

Frye, "Grammar School Geography."

Coe, "Modern Europe."

See Library Reference Sheet.

7. Ireland. The people. Occupation. Poverty and English rule. Peat bogs. Belfast and Dublin. Linen. Queenstown, ocean traffic and sub-marine cables.

References:—

King, "Modern Europe," Book Six.

*The Northern Illinois State Normal School.*

Coe, "Modern Europe."

Frye, "Grammar School Geography."

8. The Mediterranean Sea. Strait and rock of Gibraltar. England's strong fortifications. The world's great forts. The peninsulas of Southern Europe. The islands of the Mediterranean. Italy and the Italians. Rome, Venice, Naples, Mt. Vesuvius and volcanoes. The valley of the Po. Greece and her past glory. Ruins of Athens. Turkey and the Turk. The Black Sea and Constantinople.

References:—

W. D. Howells, "Italian Journeys."

Youth's Companion, No. 2, "Glimpses of Europe."

Ballou, "Foot-prints of Travel."

Coe, "Modern Europe."

Stoddard's Lectures.

Frye, "Grammar School Geography."

See Library Reference Sheet.

- France. Paris, the city of art. Lyons, and the silk industry. Bordeaux, and grape culture—wine. Characteristics of the French people.

References:—

Mill, "Handbook of Commercial Geography," pp. 96-103; 78-83.

Clow, "Stories of Industries," Vol. IX, pp. 48-58.

Coe, "Modern Europe."

See Library Reference Sheet.

10. Holland. Dutch Windmills. Canals, Dikes. Reclaimed land. The industry of the people. Amsterdam.

References:—

"Northern Europe," Youth's Companion Series.

"Glimpses of Europe," No. 2, Youth's Companion.

Coe, "Modern Europe."

Frye, "Grammar School Geography."

See Library Reference Sheet.

11. Germany. The Rhine River. Scenery, history, cities. Berlin, the Kaiser city. The German Army and service required of the citizens of Germany. German schools and universities. Dresden and chinaware. Hamburg, seaport. Sugar beet industry. The Baltic and North Sea Canal. Essen, and Krupp guns. Manners and customs.

References:—

"Northern Europe," Youth's Companion Series.

Coe, "Modern Europe."

Frye, "Grammar School Geography."

McCormick, "Suggestions on Teaching Geography."

Ballou, "Foot-Prints of Travel."

Stoddard's Lectures.

See Library Reference Sheet.

12. Switzerland. The Alps. Glaciers, scenery, dangers of climbing the Alps. The Swiss peasant life.

References:—

"Northern Europe," Youth's Companion Series.

"Around the World," Book Two.

"Glimpses of Europe," Youth's Companion.

Coe, "Modern Europe."

See Library Reference Sheet.

13. Norway and Sweden. The land of the midnight sun. Study motions of the Earth—inclination of the earth's axis. Effect of the Gulf Stream upon the climate. Fishing, cod and herring. Forests. Iron ore. Agricultural products of Sweden. Manners and customs.

References:—

“Northern Europe,” Youth's Companion.

“Around the World,” Book Two.

“Glimpses of Europe,” Book Six.

Coe, “Modern Europe.”

Ballou, “Foot-Prints of Travel.”

Frye, “Grammar School Geography.”

14. Russia. The building of St. Petersburg by Peter the Great. A Russian Village (See “Northern Europe,” by Ginn & Co.). The Siberian Railroad. Russia's agricultural resources. The government of Russia in contrast with ours. Moscow and Nijni-Novgorod. (See “Northern Europe,” by King, Book Six).

References:—

Carpenter, “Asia.”

Smith, “Life in Asia.”

Highways of Commerce, Special Consular Reports, 1899, Vol. 12, p. 409.

Ballou, “Foot-Prints of Travel.”

See Library Reference Sheet.

15. The Danube River. See “A Trip Down the Danube River,” in “Modern Europe,” by Coe.  
See Library Reference Sheet.
16. Map study of Europe as a whole. Climate—What affects it? What conditions do we find? Effect upon the people? Upon vegetation? Natural resources of Europe. Leading industries. Cities of Europe, and why they came to be. Nations of Europe.

References:—

Frye, “Grammar School Geography.”

#### SEVENTH GRADE.

1. Egypt. The Nile River—inundation. Cairo and the pyramids. Alexandria and commerce. The desert of Sahara. Joseph and his people.

References:—

Ballou, “Foot-Prints of Travel.”

Badlam, “Views in Africa.” Stoddard's Lectures.

Curtis, in Record-Herald. See Library Reference Sheet.

2. The Suez Canal. Description. Difficulties of construction. Value to commerce. Owned by England. The Red Sea. Aden.

References:—

Smith, “Life in Asia.”

Badlam, “Views of Africa.”

“U. S. Consular Reports, 1899,” Vol. 12, p. 900.

See Library Reference Sheet.

3. India. The people. English rule. The sacred river, Ganges, and the religious beliefs of the people. Benares, Calcutta. Productions—rice, cotton, coffee, opium, wheat and jute. The relief and climate. The Himalayas. Rivers of Southern Asia.

*The Northern Illinois State Normal School.*

References:—

- Carpenter, "Asia."  
Smith, "Life in Asia."  
McCormick, "Suggestions on Teaching Geography."  
Ballou, "Foot-Prints of Travel."  
See Library Reference Sheet.

4. China. The Mongolian Race. Races of mankind. The peculiarities of the people. Tea culture. Opium. Food products. The Chinese Wall. The Grand Canal. (See "Highways of Commerce in Foreign Countries"—special Consular report of 1899). The great undeveloped coal fields of China. Thibet.

References:—

- Carpenter, "Asia,"  
Smith, "Life in Asia."  
Educational Publishing Co., "China."

5. Japan. The people. The Yankees of the Orient. Account of her rapid stride to the front. Her position and relation to Asia. The War with Russia.

References:—

- Smith, "Life in Asia."  
Carpenter, "Asia."  
See Library Reference Sheet.

6. General survey of the geographical features of Asia. Mountain systems, plains, rivers, valleys, desert regions. Political divisions.

References:—

- Smith, "Life in Asia:"  
Frye, "Grammar School Geography."

7. Australia. Ranch life in Australia. Sheep. Wool. Shipment of frozen meat to Europe. The rabbit nuisance. The lack of rain in Western Australia—the cause. Study of trade winds. The great coral reefs. Gold mining. Wheat. The vine. Queer animals of Australia. The native people. The early settlers. Government. Political divisions. Chief cities. Tasmania and New Zealand, study briefly.

References:—

- Kellogg, "Stories of Australia," Book VII.  
Mara L. Pratt, "Stories of Australia," Vol. I.  
Ballou, "Foot-Prints of Travel."  
See Library Reference Sheet.

8. The Philippine Islands. How United States obtained possession of them. The character of the native people. The problem before the United States in dealing with the people of these islands. Hawaii—Samoan Islands.

References:—

- "Around the World," Book II.  
See Library Reference Sheet.

9. South Africa. England's relation to South Africa. The native people. The Boers and the Transvaal War. The diamond mines of Kimberly. The Congo Valley. The Lake region of Central Africa. The large animals of Africa.

References:—

- Badlam, "Views of Africa," Book VII.

## Catalogue and Course of Study.

Frye, "Grammar School Geography."  
See Library Reference Sheet.

10. South America. The Panama Canal. Make a study of the valleys of the Orinoco, Amazon and La Platte Rivers. Cause of wet and dry seasons. Cattle raising and agriculture in South America. Leading commercial cities. Countries of South America.  
Our interest in South America.

References:—

Carpenter, "South America."  
Ballou, "Foot-Prints of Travel."  
Frye, "Grammar School Geography."  
See Library Reference Sheet.

### EIGHTH GRADE.

A general survey of Physical and Astronomical Geography will be given during the term. Shape and size of the earth. Great land and water groups. Proofs of the earth's rotundity. Inclination of the earth's axis, Zones, Latitude, Longitude, Surveying. Seasons. Motions of the earth. Position of the earth in the Solar System. The sun, moon, stars,. The movement of the sun's shadow. Noon angle. What affects the climate of a place on the earth's surface? Winds. What are they? Causes? Kinds? Use? Ocean Currents. Causes. Important currents. Use. Changes going on affecting the surface of the earth.

References:—

Frye, "Grammar School Geography," first part of book.  
Tarr & McMurry, Sections I—VIII.  
Guyot, "Earth and Man."

General Reference Books;—

Tarr & McMurry, Geographies, Books I, II and III.  
Patton, "Natural Resources of United States."  
McMurry, "Special Method in Geography."  
Hubertson, "Geography from Original Sources."  
Brigham, "Geographical Influences in American History."  
Semple, "American History and its Geographical Conditions."  
Adams, "Elementary Course in Commercial Geography."  
Trotter, "Commerce of Geography."  
Lyde, "A short Commercial Geography."  
Curtis, "Articles in the Chicago Record-Herald."  
Rand, McNally and Co., "Journal of Geography."  
"The National Geographical Magazine."  
Dunton, "The World and Its People." (Geographical Readers).  
King, "The Picturesque Geographical Readers."  
Carpenter, "Geographical Readers."  
Ridgway, "New Basis of Geography."  
Shaler, "Brooks and Brook Basins."  
Stoddard, "Lectures."  
Reclus, "The Earth and Its Inhabitants."  
"Standard Encyclopedias."  
King, "Methods in Geography."  
Parker, "How to Teach Geography."



## HISTORY.

The end of history-teaching must always regard the acquiring of the facts of history, accurately learned and strongly and clearly held. But the great aim is to help pupils grasp historical fact in large outlines, in its broad relations; to imbue them with its spirit; to give a persistent impulse to read History.

The study of History should widen the horizon and strengthen the judgment; develop sincere, clear-eyed public spirit and deepen reverence for great men; increase faith in our institutions and devotion to their preservation and growth.

With reference to such scope of work pupils are expected to make large use of the library as part of the course in History. The study should be pressed along these lines: Assignment of board topics, sufficiently definite to read to, with references to available sources of information; the discussion and digestion of relevant material brought to the class by members in common, or by individuals, or by the teacher: the elaboration of a comprehensive topical outline—not too minute—with references to authorities.

Independence in hunting down information by means of indexes and the preservation of results in properly made notes should be made a definite aim of class instruction, including the collection and arrangement of clippings.

In Grades I to V, inclusive, the work consists of narration and reading of stories from our national history, selected with reference to other work, as Geography, or to special days.

In Grades IV and V these are selected with special reference to the topics in Geography. The History stories for these grades are listed in connection with the Geography topics with which they correlate. Like the Geography, this portion of the course in History follows Dr. C. A. McMurry's plan.

### SIXTH GRADE.

- I. The Pre-Columbian Explorations.
  1. The Story of the Vikings.
  2. European Conditions as explanation of the long delay up to 1492.
    1. Feudalism and Chivalry.
    2. Turks' Crusade.
    3. Commerce.
    4. Portugese Learning.
- II. The Period of Discovery and Exploration.
  1. Columbus.
  2. Spanish Discovery and Exploration.
  3. French.
  4. Dutch.
  5. English.
- III. The Period of Settlement.
  1. Conditions in Spain determining her colonial policy, extent of her settlements, outlook because of her policy.



## Catalogue and Course of Study.

2. Policy of French Government, extent of her settlements, weak and strong points in her control, outlook for future.
3. Policy of England.
  1. Her attitude toward Religious Wars on the Continent; toward the persecuted.
  5. Plans for increasing her power, *Merchant Marine, Colonies.*
3. Her Settlements.
  - a. Jamestown, as a type of Southern.
  - b. Plymouth, as a type of Northern.
  - c. N. Y. and Penn. as a type of Middle.
  - d. Summary of all as to extent, time, noted characters and movements.
  - e. Life in the Colonies.
- IV. The Period of Inter-Colonial Wars.
  1. Change in Character of European Wars, from Religious to Struggle for Territory.
  2. Warfare carried to New World.
    1. Names of wars, time limit, territorial changes.
    2. Final Struggle for supremacy in French and Indian War.

### SEVENTH GRADE WORK.

- V. The Period of Revolution.
  1. The Struggle for Rights as Englishmen.
    1. Conditions as results of French and Indian War.
    2. British Aggressions.
    3. Effort to put down rebellion in New England.
  2. The Struggle for Independence.
    1. The Struggle for the Center.
    2. The Struggle for the South.
    3. Financial Troubles during War.
    4. Franklin's work in Europe.
    5. The Treaty.
- VI. The Period of Weakness.
  1. The Growth of the Idea of a Union.
  2. The Articles of Confederation.
  3. The Critical Period.
  4. The Annapolis Convention.
  5. The Philadelphia Convention.
  6. The Constitution.
- VII. The Period of National Establishment. 1789-1823.
  1. Washington's Administration.
  2. John Adams's Administration.
  3. Thos. Jefferson's Administration.
  4. Jas. Madison's Administration.
  5. Jas. Monroe's Administration in part.
    - Review as Whole Movements for the Period.
  1. Influence of such men as Jefferson, Washington, Hamilton, Marshall.
  2. Territorial Growth of U. S.
  3. The Government Banking System.
  4. The Growth of Manufactures and the Tariff problem.
  5. Foreign Troubles.
    - France, Spain, Barbary States, England, Monroe Doctrine a proof that the Period is well named.

*The Northern Illinois State Normal School.*

6. Inventions—Internal Improvements.
7. The Westward Growth.
8. Political Parties and their Policies.

EIGHTH GRADE WORK.

VIII. Period of Expansion.

1. James Monroe's Administration.
  2. J. Q. Adams's Administration.
  3. Andrew Jackson's Administration.
  4. Martin VanBuren's Administration.
  5. Harrison and Tyler's Administration.
  6. James J. Polk's Administration.
  7. Taylor and Fillmore's Administration.
  8. Continued Summary of same points 1 to 8 as at close of VII. Period of National Establishment, with new topic.
  9. Slavery in America. (Review from 1619 to present time preparatory for its continuation in next Period).
- The study continues by administrations, also the summary of points, together with the new ones as indicated by the titles of the following periods.

IX. Slavery and Secession.

1. Franklin Pierce's Administration.
2. James Buchanan's Administration.
3. The Civil War.
  1. To Suppress Rebellion.
  - a. Without freeing any slave.
  - b. By freeing some and leaving some.
  - c. The Plan of the War:—
    - The Blockade.
    - Campaigns against Richmond,
    - To Open Mississippi River.
    - To Cut Confederacy in Two.

X. The Reconstruction Period.

1. Under Lincoln.
2. Under Johnson.
3. Under Congress.

XI. Development since the War.

1. Of the "New South."
2. Of the National feeling.

References:—(Other than U. S. History, School text, Lives of Leaders, etc.)

Period I. European History.

Period II. Romans Discovery of America, Vols I and II.  
Thwaites' Colonies.

Period III. { Industrial History of England.  
                  { Thwaites' Colonies.

Period IV. { Hart's Formation of the Union.  
                  { The Struggle for a Continent.

(Combined from Parkman's).

Period V. Fiske: American Revolution. Vol's I and II.  
Fiske: War of Independence.

## Catalogue and Course of Study.

Period VI.	Fiske: Critical Period. Hart: Formation of the Union. Civil Government.
Period VII.	{ Lives of Presidents. History of the U. S. Navy. Industrial Development of U. S.
Period VIII.	{ Wilson's Division and Reunion. Wilson's Rise and Fall of Slave Power in America. Rhode's Histories.
Period IX.	Blaine's Twenty Years in Congress.

### NUMBER.

The first consideration in number teaching is to develop a lively "number sense" that quickly and nicely perceives number relations that detects incongruities, that images magnitudes in their relation accurately, that guides the mind with directness and confidence in its thinking of numbers. The initial work is based on the conception that number is a "phase of thinking;" that it "arises from constructive (psychical) activity; from the actual use of certain things (material, tools) to reach a certain (definite, preconceived) end;" that "the pupil may (must?) perform many operations and reach definite results by implicitly using the ideas they involve long before these ideas can be explicitly developed in consciousness;" that "rational action (constructive use) will pass over of itself when the time is ripe into abstract reasoning." (Dewey: Psychology of number.)

In Grades I and II, therefore, there should be no distinctive number classes for drill in the formulation of abstract number combinations. Facilities will be provided for much constructive work, with special effort to invent exercises related to work in hand in other lines, according to suggestions contained in the outline of related number given below.

This outline is intended only to show how simple a matter it is to set the child to thinking numbers naturally and easily as an inevitable phase of his activity in dealing with things and in his associations in school. No attempt is here made to grade this work in the usual sense of that term; that would at once introduce a formality which is hostile to its spirit and purpose. The nature of the work relative to the other school and home interests and to the capability of the children is a sufficient guide.

In Part III, Construction, the end is not the making in itself, but thinking out a set of conditions and discovering how to adjust tools and material to fulfil such conditions, and then realizing the discovery in tangible execution. The exercises should be contrived and presented in such a way as to stimulate the child to devise the construction needed and the method of execution. This will, of course, involve technical instruction as to use of things given to work with. Dictation exercises are valuable for this purpose. The

ability to take and carry out directions is none too common and is worth seeking to develop. While not the prime considerations, accuracy and beauty of construction are to be sought constantly, without sacrificing or impairing the greater ends of this work.

### RELATED NUMBER WORK.

I. Administration.—(1) Attendance. Pupils counted—by ones, by twos, by unequal addends.

Count and see how many boys present in row 1. How many girls? How many pupils? How many boys absent? How many girls? How many pupils? Same for row 1, 2, 3, etc., in the school.

How many boys belong in row 1? How many are there? How many must be away?

(2) Distribution of material by rows or by classes or both. A monitor comes to teach for each row. How many sheets of paper, pairs of scissors, pencils, books, etc., do you need? Teacher hands him some.

How many have you? Is that as many as you need? Do you need as many as that? How many more do you need? Return me all you do not need. Or, child goes to supply and counts out for himself, under teacher's eye, what he needs; encourage to count not only by ones, but by twos and threes, or to count by unequal addends.

Where practicable, appoint monitor to take teacher's place in supervising distribution of material.

(3) Reading. Finding page by number. Finding line on the page or word in the line by number. Finding line or given word on which drill is being given; find it again; again; how many times to be found? Group words phonetically; by rhymes, etc.; how many in each group? Number as involved in stories told or the subject matter of the reading lessons.

II. Science.—(1) Weather record. Days and dates. Find date by addition from day to day, Friday to Monday; character of weather denoted by disks of colored paper; number of clear, cloudy, rainy, etc., days in the week? in the month? Comparisons; averages. Prevailing winds. How many days had we a west wind? Northwest? Northeast? South? Of which had we the most?

(2) Thermometer; children taught to read. Draw to scale; on board, 1 in. equal 2 degrees; on paper, 1 in. equal 10 degrees. Draw five side by side on one sheet; mark daily readings; at end of week connect points of daily marking, so getting graphic representation of variation. As children are able, change scale to  $\frac{1}{2}$  in. equal 2 degrees,  $\frac{1}{4}$  in. equal 2 degrees.

Comparisons:—How many degrees higher, lower, today than yesterday? etc.

(3) Time. Hours, half hours, quarter hours;  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$  of 60 min.

Counting by fives first on clock face, then independently, to 30; to 60; products of 5 min. to 12 times 5. Multiples of 5 min. plus 1, 2, 3, 4 minutes.

Making clock face. See Construction.

(4) Measurement. Children measure each other. Growth of twigs—comparisons. Soils—definite amounts measured out by the children; loam, sand, etc., separated, measured and compared. Weights—absorption of water by seeds; elements of soil compared.

III. Construction.—(1) Learning the foot rule, graduated at first to inches, then to half inches, and so on, to ordinary ruler. Compare with 1 in., 2 in., 6 in., sticks. Compare these with each other. Stick-laying, using sticks of above lengths.

(2) Ruling lines, squares, oblongs to dictation and scale. Sheets for weather record. Wind charts—thermometers, etc. Record sheets—score cards—for games. In all construction, children make any computation necessary to get total lengths and breadths and effect of any allowance, e. g., laps in making boxes; for cover of a box compared with the box itself.

(3) Related objects. Trays of paste. Boxes of various shapes and sizes for seeds, soil, pencils, crayon, and other collections and material; for measure, cubic inch, two, four, eight cubic inches. Circle markers:—1 in. by 6 in., divided into inches;  $\frac{1}{2}$  in. by 6 in., divided into  $\frac{1}{2}$  inches. Circles of colored paper for weather record. Clock dials on board. Draw with strings, making outer circle 12 in. in diameter, inner 10 in., the inner 5 in. Envelopes, book covers, etc. Mounting sheets.

(4) The School Garden. Children assist in planning beds, in all calculations involved here, in the developments of germination and growth, and in the results.

(5) Objects suggested by Literature or Reading. Story of Three Bears: Tables, chairs, beds; Hiawatha: wigwam, canoe, bow and arrows; Eskimo: igloos, sleds, etc.

IV. Games.—One large advantage of games is the opportunity to carry over the number notion and processes into the children's own field of activity beyond the walls of the school-room and the immediate urgency of the teacher. Any game to which a score may be put can be thus used. Children should make this practicable. Results should come under review of the teacher. Hints as to rapid and easy combination in making up scores should be freely given.

As the children, as classes or individually, give evidence that they have made abstractions of number facts, they should be led to formulate them, and these formulations should be frequently called for. These need not, will not, and even should not come in any fixed order, but the teacher should make note of them as they come.

During the second year—at any rate, during the latter half of it—the pupils should be definitely expected to know:

a. The primary and many secondary facts of addition and multipli-



## *The Northern Illinois State Normal School.*

- cation and the correlative facts of subtraction and division.
- b. How to count to 100 by 1's, 2's, 10's, 5's, 11's and perhaps by 3's and 4's.
  - c. How to read numbers by Arabic figures to 100, and by Roman figures such numbers of lessons or pages as occur in books they are using.
  - d. Much about fractions and their use.

Definite tests should be given to ascertain what they know and exercises should be planned to supply deficiencies. However, the limits given above are too broad for any class and for any pupil by whom they cannot be reached on the basis laid down.

In Grades III to VIII, the Werner Arithmetics will be used as text-books, arranged as follows,

Grade III—Book I, pp. 1-80.

Grade IV—Book I, pp. 81-192.

Grade V—Book I, pp. 192-256; Book II, pp. 1-78.

Grade VI—Book II, pp. 78-189.

Grade VII—Book II, completed; Algebra.

Grade VIII—Book III, omitting the Geometry, and Algebra reviewed.

Note.—In using the above series, teachers should keep carefully in mind

- a. That these books are not only a presentation of the subject-matter of Arithmetic, but more especially a method of presentation; that to handle the work properly the teacher must know this method; and that a careful and continual study of prefaces and foot notes is essential to a sufficient teaching knowledge of the grade work.
- b. That the method of the book is progressive; hence the teacher must be thoroughly acquainted with the work that precedes and follows that which she is to do.
- c. That before a given lesson is assigned, the children should have been prepared for it by previous instruction.
- d. That the decimal arrangement of the book is intended to facilitate carrying out these suggestions and maintaining the unity of the general subject of Arithmetic.
- e. That it is not intended, in presenting a subject in a given lesson, to exhaust the subject, but only the given phase as a development of the previous lesson.

In all teaching, observe faithfully the following suggestions:

1. Help pupils to a careful reading and interpretation of the problem before an attempt is made to solve the same. In other words, aim to have pupils do clear imagining and see relations.
2. Seek for readiness in reaching approximate results.
3. Require accuracy and rapidity in the performing of operations. This will be gained by thoughtful repetition.
4. Require logical reasoning and clear, direct statement of steps in the solution of problems; avoid undue verbiage.
5. Give pupils occasion to apply the arithmetic learned in the schoolroom to problems of every day life; look for that sort of problems.
6. Acquaint them with some actual business methods, as gained from



men in actual business—men of the various trades and special business, contractors and manufacturers.

7. Pupils should possess a body of useful number facts, well learned.
8. Pupils should possess an attitude of mental independence toward number and the handling of number, and independent skill in good "short methods."

References:—McLellan and Dewey's *Psychology of Number*; Cook's *Methods in Written Arithmetic*.

## INVENTIONAL GEOMETRY

In Grades VII and VIII, Inventional Geometry will take the place of Arithmetic one day a week, following the outline of topics given below.

### 1. Cubes:—

Note.—A solid—like sides, called squares; straight edges—same length—corners alike—made by lines meeting across; therefore right or square angles.

Construction of cube. Position of its surfaces, if placed out flat.

Problems (inductive).—Number of sides, edges, corners, etc. Relative number, perimeter of surface, area of surface, volume of cube.

Terms developed from surfaces. Lines, the intersection of surfaces: the boundary of surfaces; shortest distance between two points; path of moving point; kinds of lines, as to position of surfaces—vertical, horizontal, oblique.

Terms developed from cube.—Horizontal surface, parallel surfaces, vertical surfaces, perpendicular surfaces.

Construction.—Straight. How to divide a straight line into a number of equal parts; erect a perpendicular to a given line at any point; drop a perpendicular to a given line from any point without; draw a line parallel to a given straight line; construct a square (two ways).

Application: Measure of Volumes.

### 2. Parallelopiped.

Comparison with cube.—In number of surfaces; length of edges; kinds of surfaces represented.

Rectangle.—Area of surfaces—perimeter; volume of parallelopiped; comparison of surfaces considered thus far (4-sided); classification of all 4-sided surfaces or quadrilaterals.

Parallelograms.—Right angled—rectangles and squares; not right angled, rhomboid and rhombus.

Trapezoid and trapezium.

Angles represented here not right angles; how named. Acute and obtuse angles; supplementary and complementary angles.

Construction.—Right angle; to bisect an angle; to construct angles of 45 degrees,  $22\frac{1}{2}$  degrees; rhombus, rhomboid, etc., one side given; to

## *The Northern Illinois State Normal School.*

construct angles of 60 degrees—no proof; to construct angles of 30 degrees, 150 degrees, etc.

Application:—Diagram of house or granary placed on board, drawn to scale. Find perimeter of each room. Find wall surface of each room: floor surface of each room. Find cost of carpeting each room; of papering each room; of plastering each room; of excavating for cellar; of building foundation. If the building be a granary, find capacity in bushels of room A, etc. If room be a cistern, find its capacity in gallons, in barrels.

### 3. Prism.

Meaning of term.

Parts; bases, lateral faces.

Named according to shape of bases. If three sided bases, triangular.

Kinds of triangles as to length of sides—equilateral, isosceles, scalene.

Review of triangles illustrating each; parts of an angle; explain protractor; estimate and prove the size of different angles in the triangular base of prisms.

Construction of prisms of different bases.

Computing the area of the surface of the prism—area of triangle found by experiment.

Construction of triangles with protractor and ruler.

Construction of triangles, given two sides, angle of 45 degrees.

Construction of triangles, given one side and two adjacent angles.

Construction of perpendiculars from middle points of triangles.

Dropping perpendiculars from vertices of triangles; lines meet at a common point. Illustrate that angles of a triangle equal two right angles.

Problems.—Given one angle of an isosceles triangle, to find others, etc.

### 4. Solids having curved surfaces—Cylinder.

Surfaces: Two parallel plane surfaces, one curved surface.

Construction of a cylinder—compare with prisms, bases, sides.

Base of a cylinder, a circle.

Definition of a circle. Parts—center, circumference, radius, diameter, arc, chord.

Comparison of diameter and circumference (inductively).

Comparison of a circle and square; relative areas of the two.

Area of curved surface of a cylinder. Volume of cylinder.

Applications.—Measurements of cisterns, barrels, casks, bottles, cylindrical tin vessels, drain tiles, etc.

### 5. Sphere.

Surface, everywhere curved.

Few terms in connection with sphere;—great and small circles, poles.

Compare with earth. Terms:—Hemispheres, circles, tropics, longitude, latitude.

### NATURE STUDY.

This work is under the general direction of the head of the Science Department. Outlines are prepared amplifying the course of study and forecasting the studies of each month; each topic is elaborated and discussed with the student teachers in regular teachers' meetings. The daily work is under the constant observation of the critic teachers and in immediate touch with the science laboratories.

In the lower grades, the studies are of an informal nature, aiming to acquaint the pupil with the more familiar features of his environment and to foster in him a sympathetic interest and a spirit of inquiry. In the intermediate classes there is an increasing emphasis upon the interpretative, experimental and economic aspects of the study. There is also an increasing opportunity to elucidate and enrich the other lines of study, and to exhibit the practical bearing of scientific knowledge on the conditions of living and on commercial and industrial processes. The course calls for much experimentation; such investigations must be developed inductively and must be the pupil's means of solving problems which have arisen in the classroom. In the grammar grades there is occasion to organize and systematize the studies so that they take on in considerable measure the aspect of elementary science.

In each grade some form of individual nature-study notebook is kept, serving as a record of the work done; nature notes and calendars are preserved from year to year. While the topics chosen are determined largely by the changing panorama of the seasons, there is nevertheless considerable correlation with other studies. In all grades, in the winter term, ten weeks are devoted to the study of Human anatomy, Physiology and Hygiene, including instruction as to the effects of alcohol, tobacco and narcotic poisons, as demanded by the Illinois law. In the spring term, especially, the school garden receives appropriate attention. In each room, collections are made of nature study material, to remain as the permanent property of the school.

In the course which follows, more material is suggested than can be treated in the time allotted; there is opportunity, and even necessity, for choice. But throughout this work the purpose is not to cover ground, but to develop appreciation and power. The soul of nature study is in the attitude it engenders.

(References marked (N) are printed leaflets issued by the Science Department under the title of "Northern Illinois Nature Studies." They are distributed to the students in the department and to student teachers in charge of nature-study classes).

*The Northern Illinois State Normal School.*

FIRST GRADE

FALL.

Report and discuss summer experiences out-of-doors.

Identify the most common fall flowers; make flower chart; record dates.

Make excursions to collect; pick only one specimen of each plant.

References:—Blanchan's *Nature's Garden*; Mathew's *Fieldbook of American Wild Flowers*.

Picture the landscape at first of each month.

Make a weather chart (daily record) for each month, using colored circles to indicate kind of day. Ornament the chart with appropriate drawing or with seasonable science material. (N.) Weather Study in Primary grades.

Seed dispersal in thistle and milkweed.

References:—(N) *Studies in Seed Dispersal*; Beal's *Seed Dispersal*. C. M. Weed's *Seed Travelers*; Dana's *Plants and their Children*; Lubbock's *Flowers, Fruits and Seeds*.

Identify a few of the most familiar trees; note differences in leaf coloration in different oaks; collect autumn leaves and make chart.

References:—(N) *The Oaks*; Keeler's *Our Native Trees*.

Study flower of evening primrose and nasturtium.

References:—Bailey's *Lessons with Plants*; (N.) October. Plant fall bulbs, etc. (See Second grade.)

References:—(N.) October.

Identify those common birds which are flocking to go south; robin, bluebird, bronzed grackle. Look for winter birds from north. Study only such as can be readily observed.

Reference:—(N.) *Bird Study in the Primary Grades*.

Note garden activities in the fall. Gather nasturtium and sunflower seeds and lima beans for planting next spring. Method of choosing, labelling and preserving seeds. Identify fall vegetables.

The apple, in connection with Thanksgiving, studied in detail. Plant seeds of apple and other fruit trees.

References:—McMurry's *Nature Study Lessons*; Dana's *Plants and Their Children*; Teacher's Leaflet, College of Agriculture, Cornell University, No. 3.—*Four Apple Twigs*.

The locust; habits, means of protection; organs of special sense. Comparison with grasshopper and katydid. (N.) *The Locust and its Relatives*; Scott's *Nature Study and the Child*; Colton's *Zoölogy*, Part II.

The first snow; study crystals; compare with frost and ice.

The cat: Habits, adaptations, food, enemies, special senses, mental traits, usefulness, harmfulness.

References:—

Schmeil's *Introduction to Zoölogy*; Brehm's *Life of Animals*; (N) *Pet Animals*; Hodge's *Nature and Life*; Scott's *Nature Study and the Child*.

Clothing. Hygiene of dress. Purpose of clothing. Kind of material. One week devoted to this subject as a topic in physiology.

References:—(N) *Hygiene for Primary Grades*; Overton's *Applied Physiology*.

The Christmas tree. Study of the character of the Norway spruce: why

## Catalogue and Course of Study.

is it suitable for a Christmas tree? What manner of life does it lead? Form, mode of branching, foliage.

References.—(N) The Christmas Tree; (N) Light Relation in the Pine Tree.

### WINTER TERM

Weather chart of each month.

Clothing (continued from fall term). Dangers from tight clothing; from wet clothing; necessity for change of clothing, etc. Air-ing of bed clothing. Parts of the body needing extra precaution, danger of too early change of clothing when warm weather comes, etc.

The mouse studied in captivity in suitable cage made by or under the direction of class. Habits, mode of life, adaptations, distribution, harmlessness. Different species.

References:—Brehm's Life of Animals; McMurry's Nature Study Lessons; Stones and Cram's American Animals; Schmeil's Introduction to Zoölogy.

Food; eating and drinking. Our bodies compared to a stove or to an engine. Activities of the body; necessity for food, growth; exercise, good air and water; sleep; regular habits. What and how to eat. Care of teeth. Cooking. Drinks; ice water; tea and coffee; alcoholic beverages; temperance in all things. Effect of tobacco.

References:—Krohn's Graded Lessons in Hygiene; (N.) Hygiene for Primary grades.

Care of house plant; necessities; water, light, temperature, soil. Plant nasturtium in window boxes. The bulb plants planted last fall should be of interest now; see that they are properly watered and cared for. Keep a full record of their development,—dates, sketches, measurement, etc.

The frog (from an aquarium). An animal from the pond: its habits; temperature, hibernation. Locomotion, protective coloration, breathing, croaking. Food; enemies. What shall we look for in the spring? (N.) The frog. Life in Ponds and Streams. Schmeil's Introduction to Zoölogy; Dickerson's The Frog Book.

Breathing; ventilation. Need for air; effect of exercise. How to breathe; extent of lungs; posture. Fresh air; how to ventilate school room, bedroom, etc.

References:—(N.) Hygiene for Primary Grades.

Special senses.

Reference:—(N.) Hygiene for Primary Grades.

Emergencies.—

Reference:—(N.) Hygiene for Primary Grades.

The Horse—disposition, habits, adaptation, uses, kinds, ancestry.

Reference:—Shaler's Domestic Animals; (N.) Pet Animals; Brehm's Life of Animals; McMurry's Nature Study Lessons, Leaflets published by C. M. Parker, Taylorville, Ill., Davenport's (1.) The Horse and His Relatives, (2.) Story of Breeds of Horses, (3.) Some Points of good Horsemanship; Schmeil's Introduction.

Watch for returning birds. Habits of English sparrow, robin and bluejay.

Reference:—(N.) Bird Study in Primary Grades.



## *The Northern Illinois State Normal School.*

Weather chart for each month. Date of last snow, ice, etc.

Reference:—Weather Study for Primary Grades.

Vacation observations: spring changes; "Signs of Spring"; spring games, anticipations. Exchange of seeds for home garden.

### SPRING TERM.

The Pussy Willow.

Elm, soft maple and willow twigs; flower and twig bud. Later collect and plant seeds of each.

References:—(N.) Spring Study of the Elm Twig; Scott's Nature Study and the Child; Newell's Outlines for Lessons in Botany.

Apple twig; bud; blossom and developing fruit.

Early growth of herbs, with special reference to underground part. Identification of the dandelion, thistle, burdock, etc.

Study of caged canary.

Identification and habits of a few most familiar birds: flicker, meadow-lark, crow.

References:—(N.) Bird Study in the Primary Grades; McMurry's Nature Study Lessons; Bulletin No. 6. U. S. Dep't Agriculture, Division of Ornithology and Mammalogy—The Common Crow, and Bulletin No. 7. —Food of woodpecker.

References:—Brehm's Life of animals: (N.) Pet Animals; Stone and Cram's American Animals; McMurry's Nature Study Lessons.

Study of frog spawn and developing tadpole: excursion to pond; care of aquarium.

References:—(N.) The Aquarium; Morgan's Development of the Frog's Egg.

Identification of a few common spring flowers: flower chart with dates. Special study of buttercup, violet and wild geranium. Collect and plant wild flower seeds.

References:—McMurry's Nature Study Lessons, Blanchan's Nature's Garden.

Garden: Gladiolus, lima bean (climbing), popcorn, sunflower, tiger lily nasturtium, seeds of wild flower and of elm and silver maple.

### SECOND GRADE.

#### FALL.

Report summer observations and activities.

Care of garden. Study lima bean and sunflower.

Note outlines for First Grade; identify additional birds, trees, and fall flowers: special study of a few common ones, easily observed.

Prepare earth and plant fall bulbs of narcissus in pots or window boxes; start bulbs of Chinese lily, or paper white narcissus in bowl of water on pebbles; study a bulb to learn what it is. Follow development of these plants in science notebooks, with notes and drawings; record dates of planting, appearance above ground, blossoming etc.

Reference:—(N.) October.

The cricket: its peculiarities of behavior, color, form, male and female; comparison with locust. (N.) The Locust and its Relatives.

Cabbage butterfly: life history; collect other common butterflies, caterpillars and cocoons to keep over winter.

References: Holland's Butterfly Book; Dickerson's Moths and Butterflies; (N.) Some Common Butterflies.



## *Catalogue and Course of Study.*

Seed dispersal in burdock, sticktight, and cocklebur. (N) Studies in Seed Dispersal; Beal's Seed Dispersal.

Distinguish acorns of red, scarlet and burr oaks; plant acorns and other nuts in partial shade. (N.) The Oaks; Keeler's Native Trees.

The cow.

The pumpkin plant, flower and fruit; in connection with Thanksgiving. (N) Thanksgiving Nature Studies.

Review topic of clothing.

The pine tree; compared with Norway spruce. Cones.

Weather chart for each month, with disc for kind of day and arrow for direction of wind. (N) Weather Study for Primary Grades.

### WINTER.

Review topic of food, eating and drinking; effect of alcohol and tobacco.

Review topic of breathing, ventilation and exercise.

Emergencies. Treatment of cuts, scratches, bruises, burns, nosebleed, frostbite, choking, fainting, broken bones, foreign substances in eye, sting of insects, etc. (N) Hygiene for Primary Grades.

A study of Frost, Snow and Ice.

Special senses. Means of gaining knowledge or pleasure. Care of each organ; care of hands.

The gold fish; also a fish from market.

Reference: (N) The Goldfinch.

Intemperance; abuse of the body by use of alcoholic and narcotic poisons.

Good habits: cleanliness, posture, language, courtesy.

Bulb plants in blossom.

The dog, studied as was the cat last year.

References: Shaler's Domesticated Animals; Hodge's Nature Study and Life; Brehm's Life of Animals; (N) Pet Animals; Schmeil's Introduction to Zoology.

Study of the English Sparrow.

References: Hodge's Nature Study and Life.

The winter birds. Identification and habits of those available. Attraction by food.

References: Hodge's Nature Study and Life. (N) "Winter Birds"; Blanchan's How to Attract the Birds.

Plant pansy seed in window box. Care of house plants.

The hen.

Reference: McMurry's Special Method in Science.

Weather chart, noon shadow, phases of moon, north star, etc. Individual weather record for week prepared by each pupil.

Spring signs.

### SPRING.

Bird calendar. Study screech owl, hawk, blue jay, blackbirds, or other birds of the neighborhood. Do not overdo pictures.

Identification and calendar of oaks; leaves and blossoms. (N) The Oaks; Keeler's Our Native Trees.

Identification of spring flowers; plant wild flower seed; special study of spring beauty, mandrake, wild rose.

Biographical study of dandelion.

References: Bailey's Lessons With Plants; Scott's Nature Study and the Child.

Collect and plant tree seeds; catalpa, locust, red elm, white elm, silver maple, willow, cottonwood.

## *The Northern Illinois State Normal School.*

References: Hodge's Nature Study and Life. (N) Spring Studies With Trees.

Pond animals; Excursions to obtain material: crayfish with young; frog spawn; insect larvae (dragon fly, water tiger, etc.). (N) Pond Studies; Furneaux's Life In Ponds and Streams.

The gopher.

Reference: Brehm's Life of animals;

Garden: morning glory, aster; gourds, cucumbers, radish, pumpkin. Transplant pansies. Tree seeds or seedlings.

### THIRD GRADE.

#### FALL.

Care of garden:

Morning glory: study plant and flower; collect seed. Other climbing plants: woodbine, Poison ivy, Boston ivy, wild cucumber, wild grape, etc.

Seed dispersal in dock, violet, balsam and tumbleweed.

Roadside plants, (N) Studies in Seed Dispersal.

Gather and plant seeds of ash, box elder, pine, etc. Obtain seedlings for transplanting. Preserve collection of tree seeds in vials.

Reference: Hodge's Nature Study and Life.

Insect preparation for winter; try to get locust to lay eggs in box of soil; make provision for hibernation of certain butterflies and for pupation of certain caterpillars. Monarch and mourning cloak butterflies.

References: (N) "Some Common Butterflies", Dickerson's Butterflies and Moths, Scudder's Guide to Butterflies.

Fallen leaves. Autumn bonfires; value of ash. Sprinkle ash or powdered dead leaves upon house-plant and upon tree seeds, or seedlings in nursery bed. Leaf mould. How rich soil is formed.

Preparation and planting of tulip bed. (N) October.

Autumn activities of garden, farm and orchard; in connection with Thanksgiving. (N) Thanksgiving Nature Studies.

Barnyard fowls.

References: Shaler's Domesticated Animals; McMurry's Special Method in Science; Watson's Farm Poultry.

Study of the pumpkin plant in the school garden.

Rosette habit in plants. Field study of thistle, mullein, plantain etc. Relation to light, cold, moisture, etc.

Reference: Coulter's Plant Studies.

Pebbles. Life history of river, lake and glacial pebbles.

Reference: Charles's How to Read a Pebble.

Weekly weather books kept by each pupil. Familiarity with thermometer.

Stock an aquarium with various forms of pond life before the water freezes.

Garden vegetables; storing, preparation, ways of cooking, Purposes of cooking. The cooking of other foods. A topic in physiology.

Reference: Farmers' Bulletin, No. 94. The Vegetable Garden

#### WINTER.

Winter birds. Three food groups: woodpeckers, sparrows, birds of prey.

Economic value as destroyers of insects, weed seeds and rodents.

Migration problem largely a question of food supply; attracting the birds.

## *Catalogue and Course of Study.*

References: (N) "The Woodpeckers"; (N) "The Sparrows and Their Relatives"; (N) "The Birds of Prey"; (N) Winter Birds; Blanchan's How to attract the Birds.

Hygienic problems. Enlarging upon work of previous grades, consider questions of clothing, cleanliness, food and drink, habits, postures, exercise, breathing, ventilation, special senses, emergencies and minor accidents; contagious diseases. (N) Hygiene for Primary Grades.

Uses of Fire about the house; lighting; heating, cooking, laundry. Kinds of fuel; methods of use; danger, etc.

Elementary anatomy and physiology. Appealing to experiment and experience, teach nature and function of stomach, heart, lungs. Effect of alcoholic and narcotic poisons upon these organs.

Reference: Krohn's Graded Lessons in Hygiene.

Care of house plants. Experiments on ascent of sap and transpiration. Plant sweet peas in window box. Importance of food storage in seed; experiment upon pea seeding, removing cotyledon.

References: Coulter's Plant Studies; Bergen's Foundations of Botany; (N) "Experimental Plant Physiology."

The rabbit; (N) Pet Animals; (N) the School Zoo.

The toad, from aquarium or from hibernation in window box.

Reference: Hodge's Nature Study and Life.

Weekly weather book. (N) Weather Study for Primary Grades.

### SPRING.

Tree Calendar; awakening of winter bud; transplanting of tree seedlings; excursions to obtain seedlings.

Further studies of familiar birds; nesting habits; peculiarities of flight.

Wild flowers; transplant to garden. Make room herbarium.

Collect toad spawn and rear tadpoles; excursion to pond.

References: Hodge's Nature Study and Life; (N) Pond Studies; Holmes' Biology, of the Frog; Morgan's Development of the Frog's Egg.

Injurious insects of the garden. Potato beetle, cucumber beetle, cabbage butterfly, squash bug. Insectivorous animals; toad and bat; birds.

References: Smith's Economic Entomology; Hodge's Nature Study and Life.

A Study of the lawn; making, rolling, seeding, fertilizing, watering, mowing; weeds, insects, birds, shrubbery, etc.

References: Bailey's Garden Making; Country Life in America, March, 1906.

Insect galls on trees. Pine cone willow gall; coxcomb elm leaf gall.

Reference; (N) "Insect Galls on Trees."

The tulip bed, care of bed planted last fall; study of tulip flower.

Reference: (N) The Lily Family.

The clovers: white, red and sweet. Economic importance; provision for insect visitation. Study of the flower head. The making of lawns. The work of bumblebees; the bumblebee home and life history.

References: Bailey's Lessons with Plants; Darwin's Origin of Species; (N) The Clovers and Their Relatives.

Garden: Flax, carrots (for rabbits, etc.), potato, lily of the valley, sweet peas, poppy, California poppy.

*The Northern Illinois State Normal School.*

FOURTH GRADE.

FALL TERM.

Report of summer outings; nature discoveries and experience.

Care of the garden; gather and store carrots and potatoes.

The locust and its relatives (orthoptera); adaptations to modes of life; comparative study of locust, grasshopper, cricket, katydid and walking stick. Other instances of protective resemblance.

References: Needham's Zoology; Riley's Destructive Locusts; Comstock's Manual for the Study of Insects; Jordan and Kellogg's Animal Studies; (N) The Locust and its Relatives.

The corn plant and its relatives (grasses and grains). Biological and economic study.

References: McMurry's Special Method in nature Study; Sargent's Corn Plants; Bailey's Lessons with Plants.

Planting of fall bulbs.

Reference: (N) October.

Animals of the pond. Turtle, mussel, snail, crayfish, muskrat.

References: (N) Pond Studies. Turneaux's Life in Pond and Stream.

Animals of the Zoo; a study of wild animals in captivity. Wolf, fox, 'coon, red squirrel, flying squirrel, 'possum, rabbit, bear, etc. Pet animals. Habits, food, distribution, relatives, domestication, disposition. Game preserves; trade in wild animals for menageries. Domestic animals; origin, ecology, breeds, characteristics, care of the young; commercial products and related industries.

References: Schmeil's Introduction to Zoölogy; (N) "The School Zoo"; Hornaday's Nature History; Shaler's Domesticated Animals; Brehm's Life of Animals; Stone and Cram's American Animals; (N) Pet Animals; Romanes' Animal Intelligence; Bostock's Training of Wild Animals, readings from Burroughs, Thompson-Seton. Long.

The turkeys wild and domesticated; in connection with Thanksgiving. (N) Thanksgiving Nature Studies; Shaler's Domesticated Animals.

Kinds of teeth; structure and care of teeth; Anticipated in the study of mammals. Comparative study of mastication. (N) The teeth.

WINTER TERM.

Planets, stars and constellations: the north star, the dipper, Orion, Pleiades, Cassiopeia, (Star of Bethlehem), Phases of the moon. Use of stars by navigators.

References:—Ball's Starland; Cerviss' Astronomy with an Opera Glass.

A study of levers. Developed inductively. Begin with the crowbar as a tool; its different uses. Go slowly; use very many illustrations, suggested so far as possible by the class. Talk about three ways in which it may be handled—but not about "three classes of levers." Discover that a teeter-totter is a crowbar; ditto a wheelbarrow, etc. Use the term "lever" only toward the end of your study. The fore-arm a lever.

Reference:—Murches's Science Readers, Book VI.

Bones; the framework of the body. Bones as levers; attachment of muscles; support; protection; structure; kinds; the skeleton; accidents; hygiene.

## *Catalogue and Course of Study.*

Forms of exercise; the muscular system. Identification of familiar muscles; hygiene of exercise. Effect of modern city life. Athletic games; physical education among Greeks, Germans and other peoples. The gymnasium; uses of different apparatus; bodily measurements and tests; developing special organs. The tobacco heart.

Reference:—Blaisdell's *Our Bodies and How We Live*.

Study of the candle, the oil lamp and the stove. Capillarity; draughts; currents of air; products of combustion. Conservation of matter.

Structure, function and care of skin. Bathing. Effects of alcohol on the nervous system.

Sanitary problems of the cellar; drainage; sewerage; the cold room; deodorizers.

The window garden; "flats."

References:—(N) *The Window Garden and the Hotbed*. Numbers of *Garden Magazine* and *Country Life in America*.

Forms of water; evaporation; freezing; solutions; filtering, etc. History of a raindrop. Drinking water; ice water. The refrigerator. Hard and soft water.

Reference:—Scott's *Nature Study and the Child*.

Cleanliness in the kitchen; sink; vent; disposal of waters, smokes and gases. Insects, moulds, etc.

### SPRING.

The elm tree; flower buds and twig buds, significance of size, position, time of development; the age of twigs; bud arrangement and its effect upon the character of branch and tree. Kinds of elms; historic elms. Calendar of elm tree.

References: Keeler's *Native Trees*; Newell's *Reader in Botany*; Bail's *Botany*; (N) "Spring Study of the Elm Twig."

The woodpeckers. Biographical studies of our five common woodpeckers; the common characters of the group; economic value.

References; (N) "The Woodpeckers"; Eckstrom's *Woodpeckers*; Bulletin No. 7, Div. of Ornithology, "Food of Woodpeckers."

Wild flower garden; list of wild flowers known; calendar; underground parts.

References: Coulter's *Plant Studies*: (N) *Northern Illinois Flower Calendar*.

Poisonous Plants.

Reference: Farmers' Bulletin No. 86,—*Thirty poisonous Plants*.

The pond; toad, mosquito, dragonfly. Metamorphosis.

Reference: (N) *Pond Studies*.

The house fly.

Reference:—Schmeil's *Introduction to Zoölogy*.

Comparative studies of shade trees.

Reference: Keeler's *Our Native Trees*.

The garden. Dahlia; carrot, parsnip; cotton, tree seeds. The cotton is to be planted in a hotbed or in the schoolroom in April, and transplanted to the garden in May.

### FIFTH GRADE.

#### FALL.

Care of the garden. Store carrots for Zoo animals. Bring cotton plant indoors.

Leaf coloration and leaf fall. Field and laboratory studies. Calendar.

References: (N) "Autumn Studies With Plants"; (N) *October*."



## *The Northern Illinois State Normal School.*

Water in the plant. Experimental studies suggested by preceding topic.

References: (N) "Experimental Study of Water in the Plant"; McMurry's Special Method in Elementary Science.

Special study of the oaks. Scarlet, red, bur and white oaks.

References: (N) The Oaks; Keeler's "Our Native Trees."

Planting of nut tree and fruit tree seeds and seedlings; celebration of a fall arbor day. Take up dahlias.

Deciduous vs. evergreen habit in trees.

Forestry; forest preserves; uses of woods and mode of finishing woods; collection of woods; pioneering; of Pilgrims' Thanksgiving.

References: Pinchot's Primer of Forestry; Bincken's N. A. Forests and Forestry; Hough's Collection of Woods.

The floor; carpets; hard wood; dangers of dust.

Goldfish and Perch.

References:—Colton's Zoology (two parts); (N) "The Goldfish."

Thermometer; radiation, conduction, convection; expansion, etc. Laboratory studies.

Monthly weather book.

### WINTER.

The nutritive process; ways and means of digestion. The parts of the digestive system; foods and foodstuffs; chemistry of digestion; temperance in eating and drinking; effects of alcohol and tobacco. A ten weeks' connected study of the human body, with ample illustrative material from plant and animal life, and with many simple experiments.

References: (N) "Physiology in Intermediate Grades," (N) "Physiology for the Fifth Grade."

Common tools, plane, screw, wheel and axle, pulley, derrick, the compass; the magnetic needle.

Plant cabbage and eggplant in hotbed.

Reference:—(N) Window Garden and Hotbed.

Begin bird Calendar.

References:—(N) Birds to be Found in Northern Illinois in winter; (N) Northern Illinois Bird Calendar.

### SPRING.

Plant pinks (*Dianthus*) in hotbed.

Lists of birds known. Bird Calendar.

Reference:—(N) Northern Illinois Bird Calendar.

The sparrow; biographical studies of the sparrows and their relatives. Group characters.

References:—(N) "The Sparrows and Their Relatives"; Weed and Dearborn's Birds in their Relation to Man. Chapman's Handbook of birds: Bulletin 55, New Hampshire Agricultural Experiment Station, "The Feeding Habits of the Chipping Sparrow; Bulletin No. 15, Division of Biology Survey, "Relation of Sparrows to Agriculture."

The Audubon Society; its aims and its work; organization of a chapter.

References: Write Miss Mary Drummond, Wheaton, Ill., for Audubon Society Literature.

Transplanting; grafting and budding; care of fruit bushes. Practical work with trees and shrubs.

References: Hodge's Nature Study and Life; Bailey's Principles of Agriculture.



## *Catalogue and Course of Study.*

The trillium. Detailed study of the plant: morphology and function of the flower parts.

References: (N) The Lily Family; Boyer's Elementary Biology; Weed's Ten New England Blossoms.

Identification and life histories of common weeds.

References: Yearbook, Dep't of Agriculture, 1895—Two Hundred Weeds; Yearbook, 1898—Weeds in Cities and Towns; (N) Some Common Weeds.

The willow; tree, habitat, flowering, pollination, seeds, galls, commercial uses.

Reference: Bailey's Lessons with Plants.

Insect galls on trees; pine cone willow gall, coxcomb elm-leaf gall, currugated cottonwood gall, oak apple.

References: Comstock's Manual for the Study of Insects; (N) Insect Galls on Trees.

Garden: Strawberries; fruitbushes; shrubs; cabbage; eggplant; pinks; poppy; iris.

Reference: Bailey's Garden Making.

### SIXTH GRADE.

#### FALL.

Care of the Garden.

The cabbage butterfly and its relatives (White and Sulphurs).

References: Holland's Butterfly Book; French's Butterflies of Eastern U.S.; Scudder's Butterflies; (N) Some Common Butterflies.

Spiders; tarantula; scorpion; centipede.

References: Patterson's The Spinner Family; Report of Agricultural Experimental Station, Ithaca, N. Y., 1901.

Pebbles; rocks; glacial evidences. Collection of specimens.

References: Shaler's First Book of Geology; Charles's How to Read a Pebble; Tarr's Physical Geography.

Origin and composition of soils.

References: King's The Soil; Burkett, Storms and Hill's Agriculture for Beginners; Bailey's Principles of Agriculture.

The earthworm. Habits; economic importance; structure.

References: Darwin's Action of Earthworms; Sedgwick and Wilson's Biology.

Structure of soils; experimental study of soil moisture: capillarity, permeability, drainage, wells. Recall work on "Water in the Plant," done in fall term Fifth Grade.

References: Hodge's Nature Study and Life; Johnson's How Crops Grow; Johnson's How Plants Feed; Bailey's Principles of Agriculture; (N) Water in the Plant; (N) Experimental Study of Soil Moisture.

Planting of fall bulbs. Preparation of soil.

(N) "October."

Birds as weed destroyers. Economic study of the sparrow tribe. Collection of weed seeds.

References: (N) Birds as Weed Destroyers; (N) The Sparrows and Their Relatives; Weed and Dearborn's Birds in their Relation to Man.

Corals; fossils; minerals; collection and study of specimens.

References: Le Conte's Geology; Dana's Corals and Coral Islands; Crosby's Common Minerals and Rocks.

## *The Northern Illinois State Normal School.*

Crystallization. Laboratory study.

The barometer. Pressure in liquids and gases. Monthly weather book.

References: Hayes, *The Atmosphere*; Waldo's *Elementary Meteorology*; (N) *The Barometer*.

### WINTER.

The cyclone. General storms. Monthly weather book.

References: Harrington's *About the Weather*; (N) *Cyclones*.

Circulation; a ten-week study of human physiology. The manifold necessity for a system of circulation; the circulating media, blood and lymph; the channels of circulation—lymph vessels, blood vessels, heart. Demonstration and experiment. Effects of intemperance on the circulatory system. Emergencies.

Reference: *Physiology for Sixth Grade*.

Coal; its origin; problem of mining; grades of coal.

The fireplace; combustion; convection.

Fuel efficiency; kinds of fuel.

Planting of tomato, peanut and pansy in flats or hotbed. Build hotbed.

Reference: (N) "Window Garden and the Hotbed."

Chemistry of cleaning; solvents for grease, paint, etc.; removal of dust; manufacture and use of soap.

The Metals.

Reference:—McMurry's *Special Method in Elementary Science*.

### SPRING.

Birds of prey.

References: (N) *Birds of Prey*; Yearbook, Dept. of Agric., 1894, Hawks and Owls from the Standpoint of the Farmer.

Maple Sugar.

Reference:—U. S. Dept. of Agriculture, Bureau of Forestry, No. 59.

Identification and study of trees in their winter condition: outline form, framework, bark pattern, buds and twigs, etc. Tree and shrub calendar. Collection of twigs, leaves, flowers and fruits of trees. Tree map. Historic trees.

Reference: (N) "Identification of Trees in Their Winter Habit"; Newell's *Outlines of Lessons in Botany*.

The flycatchers. Phoebe, wood pewee, least flycatcher, kingbird.

Reference: (N) *The Flycatchers*.

The mustard family.

References: (N) *The Mustard Family*; Bailey's *Lessons with Plants*; Gray's *Manual of Botany*.

Insects injurious to trees and garden, Spraying. Pruning.

References: Hodge's *Nature Study and Life*; Lodeman's *The Spraying of Plants*; Saunder's *Insects Injurious to Fruits*.

Varieties of fruit trees.

Production of sugar from beets.

Reference:—U. S. Dept. of Agriculture, *Farmers' Bulletin* No. 52.

Household pests: mouse, rat, fly, mosquito, cockroach, bedbug, clothes moth, spider, English sparrow, moulds, bacteria; nature of damage done; mode of combating.

The Mint Family.

Reference: (N) *The Mint Family*.

Garden:—Beet, potato, peanut, grape and ivy (from cuttings); musk melon; pansy, geranium, sweet alyssum.

## *Catalogue and Course of Study.*

### SEVENTH GRADE.

#### FALL TERM.

Care of garden; take up geranium, gather sweet alyssum seed, etc.

Weekly summaries of nature notes. (N) Nature Calendar.

Flower of evening primrose and of sweet pea.

References: Bailey's Lessons with Plants; (N) October; (N) The Clover Family and Its Relatives.

Study of the legume and the capsule, as types of fruits. Plant clovers.

References: (N) "October"; (N) Comparative Study of Fruits.

Review of seed dispersal types.

References: (N) Studies in Seed Dispersal; Beal's Seed Dispersal.

Potting geranium slips.

Study of beetle and bug; Coleoptera and Hemiptera.

References: (N) Beetles and Bugs; Comstock's Manual for the Study of Insects.

The snake; the bat.

References: Hornaday's Natural History; Hodges Nature Study and Life.

Hibernation of Animals.

The lift pump and the force pump; hydraulic press; further studies of pressure in fluids.

The siphon and its uses; sewer traps. Sanitation. DeKalb sewer system.

Forecasting the weather. The work of the weather Bureau. Monthly weather book.

References: Harrington's About the Weather; Waldo's Elementary Meteorology.

Simple studies in heat. Ways in which heat travels.

#### WINTER.

Respiration. Mechanics and mechanism of breathing. Chemistry of the air. Blood corpuscles as carriers of oxygen. The body as an engine. Heat regulation. Ventilation and allied topics. Effects of intemperance on respiratory and nervous systems.

Reference: Physiology for Seventh Grade.

Making of artificial ice.

Musical instruments; studies in sound; the telephone; the ear.

Zoo. Geography.

References:—Beddard's Zoo; geography; Jordan and Heath's Animal Life; Thomson's Outline of Zoölogy.

Animal bodies as a source of commercial products.

References:—Tilden and Clark's Geography of commerce; Chisholm's Handbook of Commercial Geography; Adams' Commercial Geography.

The greenhouse. Vegetation of the tropics.

The furnace; heating by hot air, steam, hot water; dangers from fire; heating system of a large building. The steam engine.

#### SPRING.

Weekly summaries of nature notes. (N) Nature Calendar.

Herbarium. Flower Calendar.

Fertilizers; plant-foods; rotation of crops. Watering the garden with a rake. Experimental studies in laboratory and garden.

References: Johnson's How Crops Feed; Johnson's How Crops Grow; Voorhees' Fertilizers; Roberts' Fertility of the Land;

*The Northern Illinois State Normal School.*

Bailey's Garden Making; Bailey's Principles of Agriculture.  
The fairy shrimp, type of life in the temporary pond.

Reference: (N) Pond Studies.

The rose family, from botanical and economic standpoints.

Reference: (N) The Rose Family.

The wood warblers. Calendar of the coming and going of warblers.

References: (N) The "Wood Warblers;" Chapman's Handbook of Birds; (N) Northern Illinois Bird Calendar.

Poultry raising.

References: Watson's Farm Poultry; Shaler's Domesticated Animals.

Study of the Food of Nestling Birds.

References: Yearbook of Dep't of Agriculture, 1900. The Food of Nestling Birds; Bulletin 55 New Hampshire College Agricultural Experiment Station. The Feeding Habits of the Chipping Sparrow.

The clover family. Botanical and economic studies.

References: (N) The Clovers and their Relatives; Bailey's Lessons with Plants.

Bee, ant and wasp; the hive; economic value of wild bees.

Hodge's Nature Study and Life; Comstock's How to Keep Bees; Shaler's Domesticated Animals.

Moss and fern; life histories.

Reference: (N) The Moss and The Fern.

Garden: Experimental studies with fertilizers; radish, beets, corn peas, cress.

Canna, aster, hollyhock, castor-beans.

**EIGHTH GRADE.**

**FALL.**

Weekly summaries of nature notes.

Care of the garden.

Continue herbarium, collecting fall flowers.

Classification of insects, with collection. Life histories. Economic entomology.

References: Comstock's Manual; Smith's Economic Entomology; Hyatt's Insects; Shaler's Domesticated Animals.

Agassiz Society.

Write H. H. Ballard, Pittsfield, Mass., for literature.

Biographical study of the great naturalists.

A study of our common fishes.

References: Jordan & Evermann's American Food and Game Fishes; Orton's Comparative Zoölogy; Standard Natural History, Vol. III.

The composite family.

Reference: (N) The Composite Family.

Study of fruits; akene, berry, pome, pepo.

References: (N) October; Bailey's Lessons with Plants; Gray's Lessons in Botany; (N) Comparative Study of Fruits.

The dairy industry. Feeding. The silo.

References: Jordan's Feeding of Animals; Government and State Bulletins.

Domesticated animals: cow, horse, pig, sheep Ancestry; ecology; breeds, feeding, marketing, children's pets.

References: Leaflets published by C. M. Parker, Taylorville, Ill.; Schmeil's Introduction to Zoölogy; Shaler's Domesticated Animals.

## *Catalogue and Course of Study.*

A study of the Stockyard; By-Products. Utilization of waste.  
Works of the Department of Agriculture and of the State Experiment Stations. See government and state reports.  
Telescope and microscope; stereopticon and camera. Studies in light. Reflection and refraction. Lenses. The rainbow. Study of Shadows. Lunar eclipses. The Eye.  
Forms of lighting; the candle, oil lamp, coal gas, gasoline, acetylene, electricity, meters.  
Manufacture of gas from coal.  
Conservation of matter and of energy.

### WINTER.

Bacteria, in arts and sciences. Surgery. Hospital. Contagious diseases, disinfectants.

Reference: Conn's Germ Life.

Emergencies. Poisons. Antidotes. Medicinal uses of plants. Alcoholic drinks and tobacco. Yeast. Alcoholic distillation.

Public health; sanitation. The sick room. Food adulteration. Methods of cooking; essentials of diet; food stuff, sources of drinking water; means of purification.

Animal parasites.

Reference: Ward's Animal Parasites.

Biographical study of great scientists.

The nervous system and special senses; effects of intemperance.

The magnet; polarity; lines of force, induced magnetism; the earth as a magnet. Applications. The electric battery. The telegraph; door bell; electric light; dynamo and motor. The lightning rod; the X-Ray.

### SPRING.

Weekly summaries of nature notes. (N) Nature Calendar.

Water birds. Migration phenomena. Game laws.

References: (N) Waders and Shore Birds; Weed and Dearborn's Birds in Their Relation to Man; Blanchan's Birds That Hunt and Are Hunted.

The pond as an ecological group. (N) Pond Studies; Furneaux's Life in Pond and Stream.

Biological and economical study of the mosquito.

References: Lamborn's Dragonfly; U. S. Mosquito; Weed's The Insect World; U. S. Dep't of Agriculture, Div. Entomology, Cir. Nos. 13, 40.

Food storage in seeds. Seed testing.

Reference: Bergen's Foundation of Botany.

Plant physiology; tropisms, plant societies.

References: McDougal's Experimental Plant Physiology; Coulter's Plant Studies; Bergen's Foundations of Botany; Atkinson's Botany; (N) Experiments with Seedlings.

Pollination; plant breeding.

References: Hodge's Nature Study and Life; Bailey's Lessons with Plants; Gibson's Blossom Hosts and Insect Guests.

The pine tree and its relatives.

References: (N) The Christmas Tree; (N) Light Relation in the Pine Tree.

The grasses.

References: Sargent's Corn Plants; Beal's Grasses of North America; Knobel's Grasses, Sedges and Rushes.



## *The Northern Illinois State Normal School.*

Smuts and rusts; moulds and mushrooms.

Ameliorating factors in rural life.

Garden: Old-fashioned flower garden; cosmos; mignonette; heliotrope; sweet williams; shrubs; landscape gardening; how to plant the home grounds.

Pollination experiments; corn.

References: Keeler's Native Shrubs; Bailey's Garden Making; Ely's Plea for Hardy Plants.

## MUSIC.

All life development, or progress, consists in this: Becoming conscious of the deeper life within us. Of that deeper inner life, the true truly sung, is a true exponent.

The teacher of the "spirit," the child in his spirit, the song in its spirit,—how can school-room music fail of its spiritual end as an educational factor,—as beautiful as it is positive?

"Music education demands first of all the very best of the art as a basis. There can be no compromise on this standard; but it calls for much more. The demand extends to and includes the presentation of that best in such a way that the child will learn to appreciate and to love it with an ever increasing interest and understanding."

When discussing the teacher of music, one often hears it said that the children may be so taught that they will become interested in the study of mere technical exercises, that they will learn to enjoy their sight-reading studies; and it is a well known fact that the efforts of children can be so directed and their work so stimulated that they have a kind of enjoyment in the performance of any task, independently of the real interest or advantage that it holds for them. This habit of distorting the natural interest of the child by accustoming him to be satisfied with, or at least resigned to, things that are in reality distasteful to him lies at the very source of much poor teaching; and this is especially true in regard to the teaching of music in the schools.

Let us repeat:—Art education demands the very best material for children; but it demands also, as equally important, that this best be presented in a way that conforms to the natural ability and ever growing powers of the child.

The first phase of music study in the early grades is imitative song-singing coupled with creative or original song-singing, which is coming to be so important a part of the child's musical development. The second phase is the development of the knowledge of musical elements—intervals, length of tones, kinds of rhythm, etc.—all of which can be worked out very definitely with the song as a basis. This second phase includes of course the application of knowledge gained, the reading of unfamiliar songs, and the mastery of new things in music as far as the children have time and power.

It will be helpful if the teacher will keep constantly in mind the thought that the music work of the school-room divides itself into two separate, distinct phases,—song singing as a musical experience and song singing as a result of study, with the added thought that each phase must be properly related to the other, otherwise, the singing hour is sure to degenerate into an exercise of mere song singing without plan, method or educational principle, or on the other hand, into the extreme or perfunctory sight-reading grind.

As issue of this attitude toward school-room music the teacher derives the following fundamental working principles:

1. Musical experience should be the beginning of musical knowledge.
2. The child's first study should be based upon the songs within his mind.
3. The best songs are the best suggestive basis for the child's training.
4. Grading songs depends upon the developing child in his musically-responsive nature.

Upon these four principles we rest the following out-line method-course, covering the music work from the primary to the eighth grade inclusive:

#### PRIMARY GRADES (first, second and lower third).

Teacher introduces herself to a roomful of primary children by singing the sweetest song she knows in keeping with home spirit and the season of the year. Teacher sings the songs in her peculiarly best way, and again and again till she feels the children are won to her thought. "Sing with me children." "O, I know another sweet song." (Treat it similarly with the children). After the children begin to sing, the teacher's care extends to the individual. Too loud? "O, our sweet little song!" Too slow? "O, our bright little song!" Surround the songs with all possible interest, so that the children may express *themselves* as quickly as possible. "Mamma would like to hear you sing this." "Now, my children are singing as the birds do." Follow with the teaching as rapidly as possible of several more short songs. Out of the demand of your songs get the guiding qualities for the child-voice,—flute-like, high, sweet, expressive. The child cannot fail in right quality if he truly expresses a song within his experience. "Isn't it fine that out of our little song-bottles we can pour so many tunes! Do you suppose if we fill our bottles well and keep the corks loose, the songs will pour out sweeter and sweeter?—Why yes! Let us do it. Up little bottles." Children sit with straight bodies, put hands about the bottom of the bottles (the-diaphragm), fill bottles (breathe deeply), loosen corks (move head about to free the throat while holding the air); then let them blow out the air in various ways and finally out comes a sweet song of their own choosing. Now the teacher knows her children well enough to begin to draw upon them for

## The Northern Illinois State Normal School.

song-building,—merely working out song-phrases as statements of their little experiences, thus: "I saw a squirrel as I was coming to school." Teacher says: "What a pretty little song." Children, let us play the piano for Johnny while he sings this song." Teacher shows Johnny how to sing his song on one pitch and the children how to accompany him. In this way the teacher calls out definite rhythm, the development of which goes hand in hand with melody.

1 2                      1              2              1              2              1              2  
(I saw-a) (squirrel-as) (I was-coming to) (scho-ol). Vary the pitch. If the children fail to introduce another grouping than by *twos*, teacher

1              2              3              1 2 3  
suggest as: (My name is) (Em-i-ly)—the children playing the piano in this grouping by *threes*. Let children play the songs they already know. At this point the rhythm exercises of Marie Hofer with ball-bouncing paper blowing, etc., develop the rhythmic sense.

"Children, I know a pretty song—a wonderful song—a song out of which all others songs grow. You would like to hear it?" Teacher sings the scale from above downward with a sentence, as,—The rain is falling very fast. Then let the vowel *O* carry it down. "Now isn't that a fine little song to be in all our song-bottles? Children it is there, and when you can let it come out sweetly, you will be ready to sing many more songs well." Now comes much individual drill, the teacher feeling the responsibility for every child's ability to sing the scale. (Suggestions for help for the monotone, the nasal child, the throaty one, will be furnished gladly by the director of this department upon request). "Children, all over the world the scale-song is sung with these little syllables:—Do, ti, la, sol, fa, mi, re, do. See how nicely they come out!" (Teacher emphasizes their openness in pronunciation and drills thoroughly before attempting to sing them). Then sing the down-scale followed by the up-scale. The chord song (Do, mi, sol, do) follows,—the teacher introducing it with a song sentiment, as, "We love to sing." Ask children to provide songs for that melody. Then drill with syllables do, mi, sol, do, emphasising the extreme tones (octave drill), using fitting expressions, as "Birds fly" (1-8) "Rain Falls" (8-1).

Now the children are ready for the staff-house with its letter names, the clef, the bars, the grouping-picture, and the maxim, "'Do' may be anywhere." First place the scale-song and the chord-song on the staff, with "Do" in E's house first and the E sign of four sharps hung up in front of the staff house; then because "Do" may be anywhere, get another key, unlock the door, put "Do" in and hang up the new sign. This fixes the thought of "Do's" right to shift into any letter-house, but drill in key comes with the need for such shifts in the third grade and upward. Now, pitch related to the staff, length of tone related to the note, the real meaning of the upper and under figure of the time signature; lead the children out through

the second and lower third grades to the discovery that songs are really pictured in this way. Beginning to read, then, in the second and third grades meets a natural desire upon the part of the child to do for himself. The work for him is outlined and furnished in the Primer of the Modern Music Course, moving from the song of its elements, as he has done from the first. In the primary grades the rote-song is preeminent.

**Suggested Songs for Primary Grades.**

In the Sunny Southland	}	Wm. L. Tomlins.
Skylark		
The Two Flowers		
The Bold Commander		
Rest, Baby, Rest		
Trust.		
Luther's Cradle Hymn	}	J. R. Murrs.
Jolly Old St. Nicholas		
Birthday of a King	}	Neidlinger.
Mr. Frog		
Bluebird		
Little Yellow Chick		
Tiddley Winks		

**Additional Songs for First and Second Year.**

Gipsy Dandelion	}	Eleanor Smith Priner.
Squirrels' Tea		
Woodpecker		
Jacky Frost		
Pretty Little Snow Flakes	}	Patty Hill.
Tracks in The Snow	}	Gaynor.
Easter Songs	}	Eleanor Smith No. 2.
The Little Plant	}	Poulsson.
Robin Song	}	Gaynor No 1.
Shoe Makers		
Making Bread	}	Poulsson.
Morning Songs and Games.	}	Hill, Jenks & Walker, Gaynor.
Good Bye Songs.		
Birthday Songs.		

Excellent desk books are:

- Earth, Sea and Sky, Neidlinger.
- Songs and Games, Clara Besson Hubbard.
- Songs of the Child World, Jessie L. Gaynor.
- Rote Song Book, American Book Company.
- Codas, No. 8, 13, 15, 105, Ginn & Co.

**INTERMEDIATE GRADES.**

1. Breathing exercises.
2. The beauty of harmony added to that of rhythm and melody.

## *The Northern Illinois State Normal School.*

### 3. Two part work, as outlined in Books 1 and 2, Modern Series.

Allow no hard and fast division of alto and soprano, as all voices should be able to take either part in these grades. Depend upon the scale with its possible chords, as by thirds, by fifths, by octaves, etc., the teacher combines alto and soprano. Continue to ask children for sentiments expressed in a song phrase, and have children write these phrases on the staff as a means of ear, rhythm, and key drill. This fixes the necessity for definite knowledge in musical elements. Drill thoroughly on time forms and on major keys as derived from the law of the key of C. Individual song-singing should be constantly encouraged, and all possible use should be made of songs to interpret and enliven the other branches of school work through correlation. The correlation so largely dependent upon phases in natural life, in the primary grades, now broadens to meet the children's growing experience through history, geography, etc. What such correlation can do in unifying school work can not be over-estimated. Breaking into a history recitation with the martial, patriotic or other fitting songs is by no means a digression. A list of songs chosen with special reference to this end in singing is here given.

#### Unison songs:

F. W. Westhoff, Coda No. 272, Ginn & Co.

Steven C. Foster's Songs.

Two-part Songs, 16 songs selected for their simple harmonies on good themes, Coda 118. Ginn & Co.

Academy Song Book, Ginn & Co.

The First Violet.

Star of the Summer Night.

Addison.

Avon.

Little Tin Soldier.

Rousseau-Herbert Hymn.

#### GRAMMAR GRADES. (Upper sixth, seventh and eighth.)

1. Breathing exercises.
2. The special problem in these grades is that of the changing voice among boys with its consequent "I can't sing". Nothing short of fine comradeship between teacher and pupil can tide over this period that so often wrecks the possibilities for music's power in the Grammar and High School age. Have boys and girls alike understand the naturalness of this change in the boy's voice. Then bring to bear more than ever before the spirit of the song, with better possibilities in singing just ahead.
3. The introduction of the bass staff adds a third part to the intermediate-grade harmony.



## *Catalogue and Course of Study.*

4. Make use of the simpler minor modes.
5. Musical literature, especially biography, should be introduced.
6. Special programs, introducing as many musical features as are consistent with high musical standards.

Besides the technical drills already mentioned, a review of Book II and the introduction of Book III of the Modern Series furnishes a basis for elemental drill. Graded Music for the children of this age is herewith listed:

Patriotic songs of America, Coda 214, Ginn & Co.

Easy Three-Part Songs, Coda 213.

Songs in Three Parts (16 songs selected from the Common School Music Reader), Coda 136.

Steven C. Foster's Songs.

Sacred Songs Old and New, Coda 217.

Old Ballads, folk songs and sketches from operas and standard Works.

The Eight Volumes of Franklin Square Collection make excellent desk books.

Certain songs, because of their peculiar literary or musical appeal, are suitable for all grades, and such songs are especially recommended for their unifying worth. They of all songs are the ones that preserve continuity of song sentiment throughout the child's life. A short list of such songs is appended.

1. America.
2. Hymn-Siloam.
3. Luther's "Cradle Hymn."
4. Neidlinger's "Birthday of a King."
5. Kucken's "Lullaby."
6. Haydn's "Silent Night."
7. Tennyson's "Ring Out Wild Bells."
8. Memorial Day Song, "Sleep, oh, Sleep."
9. Rousseau Hymn, "Hush my Babe."

### ADDITIONAL SONGS (for 3rd and 4th years.)

E. Smith Part 2.

1. Stars and Daisies.

Gaynor No. 1.

2. Froggies' Swimming School.

Jenks & Walker.

3. Come Little Leaves.

E. Smith Book 1.

4. Wind Song.

Gaynor No. 1.

5. Brownies' Dance.

Gaynor Songs and Scissors.

*The Northern Illinois State Normal School.*

6. Chrysanthemum Show.

Gaynor No. 1.

7. Harvest of Squirrel and Honey Bee.

Gaynor No. 2.

8. Thanksgiving Song.

9. Christmas Song.

Plan Book.

10. By The North Pole.

11. In Little January.

Gaynor No. 1.

12. Valentine Songs.

Barnes.

13. Many Flags in Many Lands.

Gaynor No. 1.

14. Blacksmith Song.

15. Easter Song.

16. Robin Song.

Knowlton.

17. Rollicking Robin.

Gaynor No. 2.

18. Woodpecker.

19. Sparrow Song.

20. Bobolink.

Knowlton.

21. May Song.

Barnes.

22. Many Flags.

23. America.

24. Battle Hymn of Republic.

Gaynor, Hill, Knowlton, Jenks & Walker.

25. Good Morning Songs.

26. Good Bye Songs.

27. Devotional Songs.

## DRAWING.

Drawing is "a universal language" and as such is valuable as an added means of expression. In reading, literature, science, geography, history, etc., expression by drawing should be encouraged whenever it will aid in securing stronger impressions or in giving clearer ideas to others. In science, drawing is a very important means of *acquiring* knowledge; in other studies mentioned it is more useful in *expressing* knowledge. However, the ultimate aim in the drawing work should be the cultivation of a habit of susceptibility to, and the appreciation of beauty of form and color, and to this end the study of actual form is

made the basis of original creative work on the part of the child, and he is encouraged always to give thought to good arrangement and spacing and to harmonious color schemes.

The mediums used in all grades and in each term according to the nature of work, are pencil, brush and ink, colored crayon, blackboard and crayon and water colors. Clay, raffia, native grasses and other fibers, paper, cardboard, etc., are used freely in constructive work in the primary grades, while the intermediate and grammar grade pupils get constructive work in the manual training course. In all shop-work and in some of the "making" in the primary grades, the constructive or working drawing plays an important part.

#### FALL TERM—

Nature Study:—Autumn leaves, flowers, grasses, seed pods, fruits, vegetables. Landscape work, paying particular attention to the study of trees.

Illustrative work in connection with the other studies in the course.

Work related to the Thanksgiving and Christmas seasons—largely of the nature of decorative and constructive design.

#### WINTER TERM—

Continue such of the topics already mentioned as relate themselves to the winter season, the window garden furnishing material for further studies in plant work.

The subjects to which particular attention is given this term are figure pose and animal drawing. The figure pose, as far as may be, should illustrate the reading, literature, geography, history and in the primary grades, children's work and play.

Object drawing, including toys, still life, and in the grammar grades, type forms (cube, cylinder, etc.) for developing principles of perspective. The forms should serve only as a means to an end and should be used sparingly.

#### SPRING TERM—

Nature study as suggested by the season—growth of bud and blossom, grasses, birds, etc. Study and draw trees, dwelling upon characteristic form and color.

Landscape drawing expressing time of day, aspects of weather and changes of season in sky, land and water.

### PHYSICAL TRAINING.

#### FOR THE PUPILS IN THE TRAINING SCHOOL.

##### AIM—

1. To develop and maintain good health and counteract many of the ills of school-room environment.

2. To stimulate a desire to acquire greater strength, properly distributed, and to correct any personal defects which may have arisen from neglect or misuse of physical powers.

## *The Northern Illinois State Normal School.*

3. To develop self-control, self-reliance, attention, concentration of thought, and dexterity, laying basis for successful manual as well as mental and moral training.

4. To develop rhythm and co-ordination that will produce a natural and unconscious grace of movement.

5. To develop a symmetrical body under the perfect control of the will.

6. To make the subject of physical training in the school-room attractive to the pupil, furnishing him with recreation and rest, through change of activity, and the sense of exhilaration afforded by the exercise.

Method:—

A lesson daily, graded according to the physical and mental powers of the pupil.

These lessons consist of exercises from the Swedish system of gymnastics, games, motion songs, marching, military tactics, fancy steps, Indian clubs, wands, bean-bags, dumb bells, hoops and such combinations of movements as are adapted to the age and surroundings of the child.

### STUDENT TEACHERS, 1906-07.

One "assistant" credit is given for teaching one hour a day for one term. Three "assistant" credits are given for aiding in the charge of a room for one half of each day for one term. "Room" credits are given for room charge for one half of each day for one term.

Name	Ass't Credits	Room Credits	Name	Ass't Credits	Room Credits
Adams Helen	3	3	Miller, Emily		3
Aldred, Jennie	3		Morris, Dessa	3	
Balsbaugh, Mary		1½	Morris, Jennie	3	
Bockius, Dorothy	3	6	Morris, Mylitta		3
Borwell, Irene	3	3	Muzzey, Gertrude	3	
Brakel, Anna		3	Nash, Clara	3	
Brennan, Lucie	3	3	Nera, Antonio	3	3
Briggs, Gertrude		3	Newcomer, Edna	3	3
Bryant, Mary		3	Nilson, Minnie	3	3
Campbell, Mildred	3		O'Connor, Mary		3
Carbonell, Mariano	3	3	O'Donnell, Mabel	3	
Carpenter, Helen F.		3	Ohlmacher, Gertrude		3
Chamberlain, Maude	3		Olson, Mabel		3
Cole, Francis		3	Pattee, May	3	
Connell, Fern		3	Pendergast, Teresa	3	
Cornell, Wm. S.	3	3	Peterson, Emma		3
Crandall, Mercy	3	3	Pettys, Hazel	3	

# Catalogue and Course of Study.

Crumb, Frances	3	3	Powers, Elizabeth	3	
Cushing, Irene	3		Ramirez, Gregorio	3	3
Cutter, Mary		3	Richardson, Ivy	3	3
Dean, Dolly I.		3	Rodger, Sarah	3	6
Drury, Aldana		3	Sagle, May		3
Evans, Lewellen	3	3	Sarbaugh, Edith		3
Fay, Bertha	3	3	Saxton, Ruth	3	6
Fisk, Katherine	6	3	Schnebly, Jennie		3
Freeland, Viola		3	Scott, Nellie	3	3
Friesenecker, Emma	3		Shoger, Mary	3	3
Gale, Alberta	3	3	Sholes, Ruth		6
Grube, Anna		3	Sickels, Mabel	3	
Hammond, Jane		3	Slater, Berdella	3	3
Hayford, Mildred	3	3	Smith, Grace		6
Hendricks, Hazel	3		Starring, Adaline		6
Herrick, Helen	3		Stephens, Bessie		3
Hiland, Ada	3	6	Stevenson, Genevieve	3	3
Horan Sallie		3	Stockley, Lucile	3	3
Jenson, Emma	3		Swarthout, Alice		3
Johnson, Grace V	3	3	Tennant, Elizabeth	3	
Kendel, Esta	3	3	Tenney, Bessie	3	3
Kitterman, Marion	3		Terry, Flora	3	
Klamser, Elsie	3	3	Thomson, Martha	3	3
Ledford, Denton		3	Toms, Estella	3	
Long, Ione	3		Uthoff, Mary		3
Lundberg, Elva	3		Voigt, Alfreda	3	3
Lunde, Hattie		3	Vroom, Elma	3	3
Lundgren, Effie		3	Ward, Mabel	3	3
McAllister, Josephine		6	Welrle, Josephine	3	
McNerney, Winifred	3	3	Wilder, Louise	6	3
Mallin, Maude		3	Williams, Gertrude		3
Manley, Pearl		3	Wilson, Alice	3	
Maxson, Evelyn	3		Woodburn, Mary	3	3

## STUDENTS.

### SPECIAL.

Name.	County.	Town.
Austin, Lillie B.....	DeKalb.....	Sycamore
Balsbaugh, Mayme.....	Ogle.....	Forreston
Barnett, Irma.....	DeKalb.....	Sycamore
Branen, Elizabeth J.....	DeKalb.....	Sycamore
Brown, Louise.....	DeKalb.....	DeKalb
Brown, Zaida.....	DeKalb.....	DeKalb
Clayton, Peter H.....	Kendall.....	Yorkville



# *The Northern Illinois State Normal School.*

Name.	County.	Town.
Ditto, Susie.....	Mercer.....	Seaton
Fisk, Katharine.....	DeKalb.....	DeKalb
Flinn, Emma .....	Cook.....	LaGrange
Murley, Anna L.....	Grundy.....	Minooka
Olsen, Olive K.....	DeKalb.....	DeKalb
Rowley, Frances J.....	(Michigan).....	Hanover
Thompson, Ruth M.....	(Iowa).....	Villisca
Toms, Estella M.....	JoDavie.....	Elizabeth
Valderas, Hilarion.....	(Philippines).....	Sariaya
Wehrle, Josephine E.....	White.....	Carmi
Williams, Gertrude L.....	Kendall.....	Oswego
Wray, Margaret S.....	Ogle.....	Byron

## Seniors.

### One-Year Course.

Carpenter, Helen Fellows.....	(Pennsylvania).....	Bloomsburg
-------------------------------	---------------------	------------

### Two-Year Course.

Brennan, Lucie Alexis.....	Cook.....	Chicago
Borwell, Mary Irene.....	Cook.....	Oak Park
Bryant, Emma Evelyn.....	Lee.....	Paw Paw
Crumb, Frances.....	Winnebago.....	Rockford
Cornell, William S.....	Kane.....	Sugar Grove
Connell, Ivy Fern.....	Lake.....	Waukegan
Cole, Francis William.....	McHenry.....	Harvard
Chamberlain, Maud E.....	Boone.....	Capron
Dean, Dolly Isabelle.....	Bureau.....	Princeton
Fay, Bertha Harmon.....	Whiteside.....	Fulton
Freeland, Viola Malvina.....	(Indiana).....	Hamlet
Gale, Alberta.....	Stephenson.....	Freeport
Hammond, Jane Belle.....	DeKalb.....	DeKalb
Hayford, Mildred A.....	Kane.....	Aurora
Hiland, Ada Alinda.....	DeKalb.....	DeKalb
Horan, Sallie Adaline.....	DeKalb.....	DeKalb
Johnson, Grace Viola.....	Rock Island.....	Moline
Klamser, Elsie Mildred.....	Kane.....	Aurora
Lunde, Hattie Josephine.....	(Indiana).....	South Bend
Lundgren, Effie.....	Kane.....	Elgin
McAllister, Josephine E ..	Whiteside.....	Morrison
McNerney, Winifred.....	Kane.....	Elgin
Mallin, Maud.....	Cook.....	Oak Park
Miller, Emily Eliza .....	Lake.....	Lake Bluff
Mitchell, Ethelyn J.....	Kane.....	Elgin

## Catalogue and Course of Study.

Name.	County.	Town.
Newcomer, Edna A.....	Carroll .....	Lanark
Nilson, Minnie Amelia.....	DeKalb.....	Sycamore
Obye, Harriet Elizabeth.....	JoDaviess.....	Galena
Olsen, Elaine Mabel.....	Kane.....	Elgin
Peterson, Emma Wilhelmina.....	Henry.....	Geneseo
Saxton, Ruth Emma.....	Boone.....	Belvidere
Schnebly, Jennie.. .....	Cook.....	Austin
Shoger, Mary Clara.....	Kane.....	Aurora
Sholes, Ruth Wicker .....	Whiteside.....	Morrison
Smith, Grace Perl.....	Kane .....	Geneva
Starring, Adaline.....	Kane... ..	Elgin
Stephens, Bessie.....	DeKalb. ....	Sycamore
Stevenson, Genevieve.....	McHenry.....	Harvard
Stockley, Esther Lucile.....	Cook.....	Evanston
Thomson, Martha.....	Ogle.....	Egan
Uthoff, Mary Louise... ..	Bureau....	Princeton
Voigt, Alfreda.....	Stephenson... ..	Freeport
Ward, Mabel C.....	Kane....	Elgin
Woodburn, Mary Allen .....	Ogle.....	Byron

### Three-Year Course.

Briggs, Elda Gertrude.....	DeKalb.....	Cortland
Carbonell, Mariano.....	(Philippines).....	Bacnotan, Union
Drury, Aldana Andrews.....	Cook.....	Wilmette
Grube, Anna L.....	JoDaviess.....	Council Hill
Lane, Gilberttena .....	Ogle .....	Rochelle
Morris, Mylitta.....	DeKalb.....	DeKalb
Nera, Antonio.....	(Philippines).....	Banang, Union
Ramirez, Gregorio.....	(Philippines) .....	Bocane Bulacan
Richardson, Ivy A.....	McHenry.....	Richmond
Rodger, Sarah Margaret.....	Grundy.....	Braceville
Sagle, Anna May... ..	Whiteside.....	Sterling
Sarbaugh, Edith E.....	DeKalb.....	Waterman
Swarthout, Alice Maude.....	Kane.....	Wasco

### Four-Year Course.

Evans, Lewellen Hunt.....	JoDaviess.....	Hanover
---------------------------	----------------	---------

Students who have Finished more than One Year in the

### Two-Year Course.

Adams, Helen.....	Cook.....	Oak Park
Bookius, Dorothy.....	Cook.....	Chicago
Brakel, Anna Elnora.....	LaSalle.....	Marseilles

## *The Northern Illinois State Normal School.*

Name.	County.	Town.
Crandall, Mercy E.....	Winnebago.....	Rockford
Cutter, Mary C.....	Kendall.....	Oswego
Drennan, Margaret M.....	Kane.....	Elgin
Hale, Bess W.....	Kane.....	Aurora
Holley, Charles E.....	Lee.....	Franklin Grove
Jensen, Emma.....	Kane.....	Elgin
Kendel, Esta.....	Ogle .....	Leaf River
Kissick, Eena.....	Bureau .....	Tiskilwa
O'Connor, Mary A.....	Stephenson.....	Freeport
Petteys, Hazel.....	Bureau.....	Tiskilwa
Scott, Nellie M.....	Kane.....	Aurora
Slater, Berdella.....	Lake.....	Waukegan
Wilder, Martha Louise.....	DeKalb .....	DeKalb

### Students who have Finished One Year in the Two-Year Course.

Arntzen, Inga I... ..	DeKalb.....	Sycamore
Benson, Stella M .....	Winnebago.....	Pecatonica
Britton, Gladys I.....	Kane.....	Elgin
Campbell, Ruth F.....	Kane.....	Elgin
Carney, Mary Vance.....	LaSalle.....	Marseilles
Cushing, Irene M.....	DuPage.....	Hinsdale
Crane, Gladdys J.....	DeKalb.....	Sycamore
Courts, Bertha M .....	Carroll.....	Lanark
Dixon, Laura Floy.....	Lake.....	Russell
Elder, Elsie K.....	Cook.....	DesPlaines
Friesenecker, Emma K.....	JoDaviess.....	Galena
Hall, Homer.....	Boone.....	Belvidere
Hanrahan, May H.....	DeKalb.....	DeKalb
Hartwell, Laura S.....	Lee.....	Paw Paw
Hartwell, Louise S.....	Lee.....	Paw Paw
Herrick, Helen F.....	DeKalb.....	DeKalb
Hoelscher, Mildred... ..	Kane....	Elgin
Holt, Marx.....	DeKalb.....	DeKalb
Jacobs, Nellie M.....	DeKalb.....	Malta
Kays, Bert R.....	Putnam.....	Magnolia
Kitterman, Marion.....	Bureau.....	Tiskilwa
Long, Bertha I.....	Kane.....	Elgin
McIntyre, Mary Belle.....	JoDaviess. ....	Hanover
Madden, Warren.....	Stephenson.....	Freeport
Manley, Pearl.....	Kendall.....	Plattville
Maxson, Evelyn.....	Lake.....	Waukegan
Morris, Jennie M.....	Ogle.....	Rochelle

## Catalogue and Course of Study.

Name.	County.	Town.
Muzzey, Gertrude E .....	DeKalb.....	DeKalb
Nash, Clara A.....	JoDavieess.....	Elizabeth
Nye, Kate E.....	Henry.....	Cambridge
O'Donnell, Mabel C.....	Kane.....	Aurora
Parker, Edith Aurelia.....	Cook.....	Oak Park
Pendergast, Teresa .....	Kane.....	Elgin
Riemsnyder, Elva.....	DeKalb.....	Hinckley
Roan, Rose Marie.....	McHenry.....	Hebron
Roe, Elizabeth Rosanna.....	Peoria.....	Peoria
Small, Fayette R.....	McHenry.....	Nunda
Tennant, Elizabeth.....	Kane.....	Elgin
Toline, Hilma C.....	Rock Island .....	Moline
Ward, Beatrice G.....	DuPage.....	West Chicago

### Students who have Finished less than One Year in the Two-Year Course.

Aldred, Jennie.....	(Indiana) .....	Hortonville
Brown, L. Ada S.....	(Nebraska).....	Osceola
Bryant, Mary Edna.....	DeKalb.....	Malta
Chapple, Dora Ethel.....	Stephenson.....	Freeport
Dearlove, Carrol May.....	Cook.....	Glen View
Diedrich, Anna .....	DeKalb.....	DeKalb
Earle, Ruth Smith .....	DeKalb.....	DeKalb
Edwards, Ruth E.....	Lee.....	Paw Paw
French, Rachel Catherine.....	Du Page.....	Wheaton
Fulton, Laura May.....	Cook.....	Tinley Park
Gannon, Marcella.....	Kane.....	Elgin
Gibson, Ethel Blair.....	DuPage.....	Naperville
Gilbert, Clara Severine.....	Kane.....	Aurora
Haldeman, Floy Ethlyn.....	McHenry.....	Solon Mills
Harris, Florence Pearl.....	(Iowa).....	Perry
Hawkinson, Mabel....	Ogle.....	Rochelle
Hendricks, Hazel Dell.....	Whiteside.....	Morrison
Hubbard, Matie Emeline.....	Carroll.....	Milledgeville
Langwill, Martha Corbett.....	Winnebago.....	Rockford
Lenzen, Mayme.....	La Salle.....	Peru
Lester, Mary Margaret.....	Lake.....	Waukegan
Lundberg, Elva Axelena.....	DeKalb .....	DeKalb
Lynch, Kathryn Ethel .....	Lee.....	Lee
McCartin, Bessie Hazel.....	Winnebago.....	Winnebago
McClatchey, Jessie Isabelle.....	Winnebago.....	Rockford
*McCleery, Margaret Jane.....	DeKalb.....	Victor

\*Deceased.

*The Northern Illinois State Normal School.*

Name.	County.	Town.
Miner, Nina Vesta.....	DeKalb.....	Kirkland
Murray, Anna Laura.....	DeKalb.....	DeKalb
Norris, Elizabeth.....	DuPage.....	West Chicago
Ohlmacher, Gertrude Anna.....	DeKalb.....	Sycamore
Olson, Verna Grace.....	Lee.....	Lee
Orner, Elizabeth Amy.....	Lee.....	Franklin Grove
Postle, Marjorie Linneen .....	DeKalb.....	DeKalb
Puffer, Ray Henry.....	Boone.....	Capron
Quincer, Blanche Frances.....	DeKalb.....	Malta
Radigan, Clara.....	Will.....	Joliet
Rorig, Gertrude Estella. ....	Kane.....	Elgin
Rowley, Nell Merrill.....	DeKalb.....	Sycamore
Rowley, Pearl Doris.....	DeKalb.....	Sycamore
Sickles, Mabel Frances .....	Kane.....	Aurora
Simpson, Jean G.....	(Iowa) .....	Davenport
Stokes, Martha Blanche.....	Cook .....	Oak Park
Swift, Ethel Virginia.....	DeKalb.....	DeKalb
Terry, Flora Grace.....	Henry.....	Kewanee
Volstorff, Lena Ida.....	Kane.....	Elgin
Vroom, Elma.....	DeKalb.....	DeKalb
Warren, Grace Lela.....	Lee.....	Paw Paw
Wilson, Alice.....	Kane.....	Aurora
Wolber, Ruth M.....	Carroll.....	Milledgeville

Students who have Finished more than Two Years in the Three-Year Course.

Adams, Alice Veronica.....	DeKalb .....	Sycamore
Arreza, Lino.....	(Philippines).....	Cantilan, Surigo
Ledford, Denton J.....	Saline.....	Harrisburg

Students who have completed two years in the 'Three-Year Course.

Brown, Roberta Margaret.....	Lee.....	Ashton
Finkenbinder, Erwin.....	Stephenson.....	Kent
Koch, Clara Louise.....	Stephenson.....	Pearl City
Raup, Ethel.....	Ogle.....	Monroe Center
Young, Anna Margaret.....	Cook.....	Palatine

Students who have Finished more than one year but not two in the Three-Year Course.

Ackert, Edith Violet.....	Lee.....	Dixon
Allison, Edna Derr.....	Carroll.....	Milledgeville
Byers, Belle A.....	DeKalb.....	Kirkland
Campbell, Mildred Amanda.....	DeKalb.....	DeKalb



## Catalogue and Course of Study.

Name.	County.	Town.
Cody, Irene Mae.....	LaSalle.....	Sheridan
Chesebro, Stella Hattie.....	DeKalb.....	DeKalb
Hamilton, Edith Sarah.....	DeKalb.....	Sycamore
Heitter, Martin Luther.....	Stephenson.....	Elroy
Jackson, Olive Mary.....	Kane.....	Elgin
Jaquish, Bessie.....	DeKalb.....	Fairdale
Johnston, Alma Mary.....	Ogle.....	Byron
Leonard, Margaret Belle.....	Winnebago.....	Rockford
Love, Ethel Louise.....	DeKalb.....	Sycamore
Madden, Irwin Arthur.....	Stephenson.....	Freeport
Morgan, Eugenia Lotus.....	Kane.....	Hampshire
Morris, Dessa Belle.....	Lee.....	Franklin Grove
O'Kane, William Henry.....	Ogle.....	Polo
O'Neill, Nora Irene.....	Lee.....	Steward
Pattee, Nettie Mae.....	Kane.....	Elburn
Pike, Edna Ida.....	DeKalb.....	Malta
Powers, Elizabeth Bascom.....	(Iowa).....	Victor
Randall, Claude W.....	LaSalle.....	Lostant
Raplee, Mildred Elsie.....	DeKalb.....	Cortland
Roberts, Nellie Genevieve.....	DeKalb.....	DeKalb
Saltz, Mabel Z.....	Whiteside.....	Erie
Stoller, Marie Alva.....	Stephenson.....	Freeport
Stott, Mina Evelyn.....	Lee.....	Dixon
Swank, Ada Myretta.....	Cook.....	Chicago
Tasted, Lydia Enora.....	Lee.....	Lee
Tenney, Bessie Phyllis.....	DuPage.....	Downers Grove
Van Galder, Marion Lida.....	DeKalb.....	Sycamore
Vial, Margaret Abigail.....	Cook.....	LaGrange
Walthers, Clarence Carl.....	Rock Island.....	Port Byron
Woodburn, Roy Morton.....	Ogle.....	Byron

Students who have finished one year in the Three-Year Course

Bautista, Santiago.....	(Philippines).....	San Isidro, Nueva Ecija
Davis, Lillian Eloise.....	Cook.....	Edison Park
Dettmer, Blanche Beryl.....	DeKalb.....	Sycamore
Eck, Josephine A.....	LaSalle.....	Troy Grove
Hart, Deborah Agnes.....	DeKalb.....	Malta
Horan, Cecelia Gertrude.....	DeKalb.....	Maple Park
McNeill, June.....	Whiteside.....	Prophetstown
Melville, Zoe.....	Cook.....	Wilmette
Morris, Kittie Beulah.....	Whiteside.....	Lyndon
Overton, Mrs. Marion V.....	McHenry.....	McHenry
Pearson, Hazel Eleanor.....	Whiteside.....	Albany

## *The Northern Illinois State Normal School.*

### Students Who Have Finished Less Than One Year in the Three-year Course.

Name.	County.	Town.
Adee, Verna M.....	DeKalb.....	Malta
Armstrong, Katherine.....	Winnebago.....	Rockton
Bender, Lola F.....	Stephenson.....	Kent
Brown, Gertrude H.....	DeKalb.....	Sycamore
Cassidy, Daisy P.....	Winnebago.....	Cherry Valley
Davison, Luella Ann.....	DeKalb.....	Carlton
Driscoll, Mary C.....	Kane.....	Maple Park
Finkenbinder, Bertha E.....	Stephenson.....	Kent
Garland, Bertha.....	Bureau.....	Walnut
Gastfield, Aurelia M.....	Lake.....	Deerfield
Givens, Ellsworth W.....	DeKalb.....	Elva
Hartman, Bertha.....	Stephenson.....	Cedarville
Hickey, Ella E.....	Whiteside.....	Fenton
Hiland, Olena T.....	Lee.....	Steward
Hill, Nellie G.....	Winnebago.....	Rockford
Holm, Lawrence P.....	Grundy.....	Gardner
Horan, Mary E.....	DeKalb.....	Maple Park
Horan, Nettie E.....	DeKalb.....	Cortland
Jameson, Sarah M.....	JoDaviess.....	Hanover
Jayne, Zella.....	McHenry.....	Algonquin
Johnson, Estella.....	DeKalb.....	DeKalb
Johnson William A.....	Boone.....	Capron
Johnston, Howard.....	Ogle.....	Byron
Kepner, Edna M.....	Stephenson.....	Lena
Kilker, Gertrude.....	Ogle.....	Egan
Law, Clara M.....	Kankakee.....	Momence
Long, Lulu B.....	Lee.....	Amboy
Love, Floyd Ross.....	Stephenson.....	Freeport
McGinty, Anna L.....	Carroll.....	Thompson
Marston, Mabel.....	DeKalb.....	DeKalb
Mix, Annette.....	DeKalb.....	DeKalb
Nashold, Edna F.....	DeKalb.....	DeKalb
Nelson, Rose Amelia.....	DeKalb.....	DeKalb
Nicolson, Mary Ingles.....	Winnebago.....	Winnebago
O'Brien, Frank L.....	Kane.....	Maple Park
Pearson, Lena.....	Ogle.....	Davis Junction
Plank, Clayton.....	DeKalb.....	DeKalb
Plank, Vera E.....	DeKalb.....	DeKalb
Plant, Ethel.....	(Wisconsin).....	Butternut
Plapp, Winnifred V.....	DeKalb.....	Malta
Ramer, Lloyd C.....	DeKalb.....	DeKalb

## Catalogue and Course of Study.

Name.	County.	Town.
Rand, Ina V.....	DeKalb.....	Kirkland
Ray, Berniece L.....	Ogle.....	Oregon
Ritchie, Bessie M.....	Carroll.....	Savanna
Seely, Ethel Helen.....	DeKalb.....	Hinckley
Smith, Stella.....	Mercer.....	New Boston
Snow, Marguerite E.....	DeKalb.....	Cortland
Stevens, Clara.....	Ogle.....	Stillman Valley
Stevens, Zoe Emma.....	Mercer.....	Seaton
Stock, Anna M.....	McHenry.....	McHenry
Strader, Emma.....	Lee.....	Amboy
Templeton, Lizzie J.....	Stephenson.....	Dakota
Thomas, Esther E.....	DeKalb.....	Sycamore
Todd, Wm. McClure.....	Grundy.....	Gardner
Warber, Birdie R.....	DeKalb.....	DeKalb
Watson, Agnes A.....	DeKalb.....	Waterman
Weidling, Zella.....	Mercer.....	New Boston
Winn, Lora F.....	La Salle.....	Triumph
Witte, Louise E.....	Stephenson.....	Freeport

### Students who Have Finished One Year in the Four-Year Course for Graduates of Rural Schools.

Barr, Rita Mildred.....	Will.....	Braidwood
Dale, Reynolds D.....	Bureau.....	Tampico
Duffy, Anna I.....	DeKalb.....	Waterman
Fanning, Marguerite K.....	DeKalb.....	Hinckley
Howatt, Margaret B.....	Will.....	Braidwood
Kempson, Rosa.....	DeKalb.....	Malta
Middleton, Mary Mabel.....	Kane.....	Burlington
Scott, Anna Miller.....	Will.....	Braidwood
Smyth, Stella Anne.....	Jo Daviess.....	Elizabeth
Snyder, Leroy I.....	Stephenson.....	Freeport
White, Ada E.....	DeKalb.....	DeKalb
Wilkinson, Alice M....	DeKalb.....	Clare
Wolfe, Leora.....	Stephenson.....	Dakota

### Students Who Have Finished Less Than One Year in the Four-Year Course for Graduates of Rural Schools.

Anderson, Effie J.....	Whiteside.....	Tampico
Ashcraft, Ena P.....	La Salle.....	Earlville
Browne, Leslie N.....	DeKalb.....	Malta
Byers, Lillie M.....	Winnebago.....	Shirland
Cramer, Lillian D.....	Carroll.....	Mt. Carroll
Fogel, John M.....	Carroll.....	Middlegewille

*The Northern Illinois State Normal School.*

Name.	County.	Town.
Gastfield, Frances Catherine.....	Lake.....	Deerfield
Hanson, Cecelia.....	Bureau.....	Tampico
Hanson, Mathilda ..	Kendall.....	Minooka
Hewitt, Madaline C.....	Kane.....	Elgin
Holland, Ernest R.....	DeKalb.....	DeKalb
Johnson, Eva R.....	Whiteside.....	Tampico
Johnson Regina V.....	Whiteside.....	Tampico
McEwan, Anna.....	Kane .....	Virgil
Smith, Cecil W.....	DeKalb.....	Malta
Stringfellow, Gertrude .....	Kane .....	Maple Park
Williamson, Charlotte A.....	La Salle.....	Marseilles
Williamson, Ethel H.....	La Salle.....	Marseilles

Students Who Attended the Summer School June 24 to August 2.

Ackerman, Gertrude..	DeKalb.....	Kingston
Adams, Bertha.....	Carroll.....	Chadwick
Aldred, Jennie B .....	(Indiana) .....	Hortonville
Alexander, Jessie M.....	Winnebago .....	Winnebago
Allen, Edna.....	Whiteside.....	Tampico
Allsbrow, Echo.....	Rock Island.....	Port Byron
Anderson, Minnie.....	Bureau.....	Walnut
Andrew, Elizabeth.....	Winnebago.....	Argyle
Arnould, Eva .....	Lee .....	Ashton
Arreza, Lino.....	(Philippines) .....	Surigao Province
Atkinson, Alice.....	JoDavies.....	Galena
Ault, Bess.....	DeKalb.....	Kirkland
Bachman, S. Almira.....	Lee.....	Dixon
Bahr, Alice M.....	DeKalb.....	DeKalb
Baird, Devona.....	Kendall.....	Plano
Baird, Melva .....	Kendall.....	Plano
Bambrick, Mary .....	Henry.....	Orion
Bare, John.....	DeKalb .....	DeKalb
Barr, Mildred Rita.....	Will .....	Braidwood
Barron, Zada.....	DeKalb.....	Sycamore
Barrows, Nellie.....	McHenry.....	Harvard
Bartlett, Mrs. Mary E.....	Lee.....	Dixon
Bartlett, W. E.....	Kane .....	Elburn
Barto, Josephine.....	Stark .....	Bradford
Bastian, Dorothy .....	Cook .....	Chicago
Bastin, Nellie J.....	LaSalle.....	Sheridan
Bautista, Santiago.....	(Philippines).....	San Isidro
Baylie, Carolyn I.....	Cook.....	Chicago
Beiler, Mary J.....	DeKalb.....	Waterman

# *Catalogue and Course of Study.*

Name.	County.	Town.
Bender, Lloyd.....	Stephenson.....	Kent
Benedict, Grace.....	(Michigan).....	Ionia
Benson, Ruth.....	DeKalb.....	Kingston
Bergman, Cora.....	Cook.....	Palatine
Bigelow, Inez.....	Whiteside.....	Albany
Billig, Florence.....	Winnebago.....	Rockford
Bilney, Mayme.....	DeKalb.....	Sycamore
Blix, Amelia.....	Cook.....	Winnetka
Bockius, Dorothy Olive.....	Cook.....	Chicago
Boomer, Gertrude C.....	Winnebago.....	Pecatonica
Boomer, Hazel.....	Winnebago.....	Durand
Booth, Grace E.....	Whiteside.....	Fenton
Bouchard, Gertrude.....	Kankakee.....	St. Anne
Bouchard, Ida A.....	Kankakee.....	St. Anne
Bovard, Vera A.....	Henry.....	Kewanee
Bowler, Bessie.....	Ogle.....	Oregon
Bowles, Mrs. Clara A. W.....	DeKalb.....	DeKalb
Brady, Mabel.....	Bureau.....	Sheffield
Brewer, Belle M. ....	Lake.....	Grays Lake
Briggs, Gertrude.....	DeKalb.....	Cortland
Brisbin, Della M.....	Kane.....	Maple Park
Bronson, Mabel.....	La Salle.....	Streator
Brouillette, Georgya.....	Kankakee.....	St. Anne
Brown, DeEtta.....	Kane.....	St. Charles
Brown, Gertrude H.....	DeKalb.....	Sycamore
Brown, Louise.....	DeKalb.....	DeKalb
Brown, Nellie.....	Mercer.....	New Boston
Brundage, Eleanor.....	DeKalb.....	Malta
Buffett, Harriett.....	Lee.....	Dixon
Bull, May E.....	Whiteside.....	Fulton
Burgess, Agnes.....	Ogle.....	Rochelle
Burgess, Alice.....	Ogle.....	Rochelle
Bushman, Bessie M.....	Whiteside.....	Coleta
Bussey, Susie.....	Cook.....	Evanston
Byers, Belle A.....	DeKalb.....	Kirkland
Cadman, Ethel M.....	DuPage.....	Wheaton
Callahan, Nell.....	DeKalb.....	Sycamore
Callaway, John H.....	Henry.....	Orion
Campbell, Mildred.....	DeKalb.....	DeKalb
Carbaugh, Bessie.....	Carroll.....	Chadwick
Carpenter, Mrs. Carrie.....		
Carpenter, Elsie.....		
Carpenter, Edith.....	Ogle.....	Polo
Carr, May.....	La Salle.....	Earlville
Carroll, Mamie.....	Jo Daviess.....	Stockton



*The Northern Illinois State Normal School.*

Name.	County.	Town.
Cattermole, Glenne E.....	DeKalb.....	Sycamore
Churchill, Estella.....	DeKalb.....	Sycamore
Ciark, Mrs. Etta.....		
Coakley, Georgella.....	Lee.....	Dixon
Cody, Irene M.....	LaSalle.....	Sheridan
Coffey, Jennie.....	DeKalb.....	Genoa
Cole, F. W.....	DeKalb.....	DeKalb
Colton, Carrie Gertrude.....	McHenry.....	Marengo
Colton, Helen Isabel.....	McHenry.....	Marengo
Conklin, Mae.....	Jo Daviess.....	Galena
Cool, Laura.....	Rock Island.....	Cordova
Cooper, Bessie.....	Mercer.....	Aledo
Corey, Dorothy.....	DeKalb.....	DeKalb
Corey, Mrs. Frank.....	DeKalb.....	DeKalb
Corlett, Nellie.....	Winnebago.....	New Milford
Cornell, William S.....	Kane.....	Sugar Grove
Cornwall, Lulu.....	Kane.....	Elburn
Corson, Zada.....	DeKalb.....	Genoa
Coultas, Bertha.....	DeKalb.....	Sycamore
Coy, Genevieve.....	DeKalb.....	Sandwich
Craig, Edna.....	(Montana).....	Great Falls
Crosby, Clara A.....	Kane.....	Elburn
Crosby, Mary.....	Kane.....	Maple Park
Cross, Inez Fay.....	Lee.....	Franklin Grove
Crowder, May G.....	Winnebago.....	Durand
Dahl, Lena.....	Bureau.....	Walnut
Dahlen, Eva.....	Henry.....	Kewanee
Dahler, George.....	Carroll.....	Chadwick
Dahncke, Anna C.....	Cook.....	Wilmette
Daley, Muriell.....	DeKalb.....	Shabbona
Dalziel, Agnes.....	Lake.....	Waukegan
Davenport, Georgia.....	DeKalb.....	Waterman
Davidson, Lottie.....	Ogle.....	Polo
Davison, Nellie L.....	Whiteside.....	Rock Falls
Davis, Lillian Eloise.....	DeKalb.....	DeKalb
Davis, Mattie.....	Henry.....	Geneseo
Dean, Dolly I.....	Bureau.....	Princeton
Dean, Frank C.....	Bureau.....	La Moille
DeGross, Maude.....	Boone.....	Poplar Grove
Delles, Rosa.....	DeKalb.....	Sycamore
Denney, Golda.....	Kane.....	Sugar Grove
Dettmar, Lottie.....	Jo Daviess.....	Elizabeth
Dettmer, Blanche.....	DeKalb.....	Sycamore
Devine, Margaret.....	DeKalb.....	Hinckley

# *Catalogue and Course of Study.*

Name.	County.	Town.
Dickman, Emma.....	Stark.....	Bradford
Diedrich, Anna.....	DeKalb.....	DeKalb
Dixon, Rosella.....	Will.....	Joliet
Downey, Lora.....	Whiteside.....	Rock Falls
Doyle, Mary.....	Kane.....	Maple Park
Drake, Birdie B.....	DeKalb.....	Genoa
Drury, Aldana.....	Cook.....	Wilmette
Drury, Myrtle A.....	Whiteside.....	Albany
Dunne, Anna .....	Bureau.....	Buda
Earle, Ruth.....	DeKalb.....	DeKalb
Edmison, Fay.. .....	Winnebago.....	Rockford
Edwards, Elizabeth.....	Lee.....	Amboy
Eells, Annabel Lee.....	Stephenson.....	Winslow
Ellan, Adra H.....	DuPage.....	Naperville
Erb, Elma.....	Lee.....	Dixon
Eyles, Clara.. .....	Cook.....	Chicago
Fannan, James.....	Winnebago.....	Pecatonica
Farington, Avis.....	Kendall.....	Plano
Farnham, Mila ....	La Salle.....	Leland
Fellows, Abbie M.....	Winnebago.....	Durand
Ferguson, Agnes B.....	DeKalb.....	Sandwich
Ferguson, Helen.....	DeKalb.....	Sandwich
Field, Edna L.....	Whiteside.....	Rock Falls
Firkins, Ivy.....	DeKalb.....	Shabbona
Fish, Cora.....	Lee.....	Dixon
Fisher, Mabel.....	Bureau.....	Sheffield
Fisk, Katharine.....	DeKalb.....	DeKalb
Fitch, Mary.....	Pike.....	Barry
Fitzgerald, Mary.....	DeKalb .....	DeKalb
Fleming, Anna L.....	McHenry.....	Marengo
Flinn, Nettie M.....	DeKalb ...	DeKalb
Fogel, John M.....	Carroll.....	Milledgeville
Folk, Lillian.....	Ogle.....	Polo
Fraser, Vera.....	Bureau.....	Sheffield
French, Catherine Rachel.....	DuPage.....	Wheaton
Gainer, Cassandra.....	Cook.....	Palatine
Gannon, Marcella....	Kane.....	Elgin
Garard, Ethel E .....	LaSalle.....	Mendota
Garland, Bertha.....	Bureau... ..	Walnut
Garrett, Elnora.....	Kankakee.....	Nomence
Gayton, Gertrude.....	Winnebago.....	Rockford
Gieson, Anna M.....	Carroll.....	Chadwick
Giffen, Ruby W.....	Winnebago.....	Rockford

*The Northern Illinois State Normal School.*

Name.	County.	Town.
Gilbert, Clara.....	Kane.....	Aurora
Goembel, Estella.....	Henry.....	Geneseo
Gouse, Margaret.....	JoDavieess.....	Elizabeth
Graham, Anna M.....	Whiteside.....	Sterling
Graham, Grace G.....	DeKalb.....	Hinckley
Graham, Nora T . . .	DeKalb.....	Hinckley
Greene, Agnes E.....	Cook.....	Chicago
Grube, Luella.....	JoDavieess.....	Elizabeth
Grube, Mabel.....	JoDavieess.....	Elizabeth
Gunner, Sue.....	Winnebago.....	Rockford
Gustafson, Esther.....	DeKalb.....	Genoa
Haines, Mrs Temperance.....	DeKalb.....	Genoa
Hallaway, Florence.....	Carroll.....	Savanna
Hamilton, Edith C.....	Bureau.....	Wyaret
Hamilton, Edith L.....	Winnebago.....	Dnrand
Hamilton, Edith Sara.....	DeKalb.....	Sycamore
Hamilton, Gertrude.....	Bureau.....	Wyaret
Hammerschmidt, Neva.....	Carroll.....	Savanna
Hardy, Edna . . . . .	Bureau.....	Spring Valley
Hardy, Katherine.....	Winnebago.....	Roscoe
Harrison, Ethel.....	DeKalb.....	DeKalb
Harroun, Susan E.....	DeKalb.....	Sycamore
Hart, Rose A.....	DeKalb.....	Malta
Harvey, Mary.....	Winnebago.....	Argyle
Hathaway, Maude E.....	Ogle.....	Kings
Hawkinson, Mabel.....	Ogle.....	Rochelle
Hayford, Mildred A.....	Kane.....	Aurora
Hebert, Edith H.....	Kendall.....	Oswego
Heitter, Martin Luther.....	Stephenson.....	Eleroy
Heller, Mrs Lizzie M.....	Whiteside.....	Fulton
Henning, Ednah.....	Bureau.....	Sheffield
Hereley, Alice B.....	McHenry.....	Harvard
Hiland, Ada . . . . .	DeKalb.....	DeKalb
Hill, Hattie.....	Bureau.....	Neponset
Hill, Luella.. . . .	Whiteside.....	Sterling
Hoffman, Josie M.....	Carroll.....	Chadwick
Hohm, Lola.....	DeKalb.....	Sycamore
Holland, Mae.....	DeKalb.....	Sycamore
Holt, Marx.....	DeKalb.....	DeKalb
Hopper, Grace.....	McHenry.....	Ringwood
Horan, Cecelia Gertrude.....	DeKalb.....	Maple Park
Horan, Nettie.....	DeKalb.....	Cortland
Howe, Fern.....	Cook.....	Chicago

## Catalogue and Course of Study.

Name.	County.	Town.
Hubbard, Matie.....	Carroll.....	Milledgeville
Hughes, Laura.....	LaSalle.....	Earlville
Huling, Grace.....	DuPage.....	Downers Grove
Illig, Helen L.....	DeKalb.....	Genoa
Isaacson, Hulda.....	Kane.....	La Fox
Jackson, Lona.....	Ogle.....	Byron
Jackson, Olive M.....	Kane.....	Elgin
Jacobs, Nellie.....	DeKalb.....	Malta
Jamison, Fred.....	Whiteside.....	Prophetstown
Jaquish, Bessie.....	DeKalb.....	Fairdale
Jeffrey, Vera.....	LaSalle.....	Ottawa
Johnson, Elsie M.....	Cook.....	Chicago
Johnson, Hattie E.....	Winnebago.....	Winnebago
Johnson, Tula M.....	Bureau.....	Walnut
Jordan, Ada.....	DeKalb.....	DeKalb
Jordan, Katharine.....	DeKalb.....	DeKalb
Joslyn, J. Louise.....	DeKalb.....	Sycamore
Kampert, Amanda.....	Cook.....	Barrington
Kampert, Edna.....	Cook.....	Barrington
Kane, Katharyn.....	Whiteside.....	Rock Falls
Keating, Mae L.....	Jo Daviess.....	Galena
Keefe, Catherine.....	DeKalb.....	Sycamore
Kehoe, Josephine.....	Lee.....	Amboy
Kellogg, Mrs. Ruth.....	DeKalb.....	DeKalb
Kendel, Esta.....	Ogle.....	Leaf River
Kineren, Hattie.....	Grundy.....	Morris
King, Nellie.....	Bureau.....	Sheffield
Klamser, Elsie Mildred.....	Kane.....	Aurora
Klieusly, Elfreda.....	Whiteside.....	Morrison
Knecht, Minnie H.....	Jo Daviess.....	Stockton
Koeller, Minnie.....	DeKalb.....	Colvin Park
Lambert, Annette.....	Carroll.....	Savanna
Lane, Gilberttena.....	Ogle.....	Rochelle
Langwill, Martha.....	Winnebago.....	Rockford
Lannen, Margaret.....	Lee.....	Dixon
Larson, Aleda G.....	LaSalle.....	Grand Ridge
Law, Clara M.....	Kankakee.....	Momence
Ledford, Denton.....	Saline.....	Harrisburg
Leet, De Veda.....	Lee.....	Franklin Grove
Leonard, Margaret.....	Winnebago.....	Rockford
Lester, Mary.....	Lake.....	Waukegan
Liggett, Charity.....	Stark.....	Bradford
Livingston, Fanny.....	Carroll.....	Thomson

*The Northern Illinois State Normal School.*

Name.	County.	Town.
Lodeski, Celia.....	Lake.....	Gurnee
Lodeski, Florence .....	Lake.....	Gurnee
Long, Anna R.....	Whiteside .....	Fulton
Long, Carl S.....	Douglas.....	Newman
Loomis, Eunice.....	DeKalb.....	Sycamore
Loomis, Myrtle I.....	DeKalb.....	Somonauk
Love, Ethel Louise.....	DeKalb.....	Sycamore
Lowe, John.....	Rock Island.....	Silvis
Lucas, Rose .....	DeKalb.....	Malta
Lundberg, Elva A.....	DeKalb.....	DeKalb
McAllister, Josephine.....	Whiteside.....	Morrison
McCabe, Margaret A.....	DeKalb.....	Cortland
McCarthy, Bessie... ..	DeKalb.....	Clare
McClatchey, Jessie .....	Winnebago.....	Rockford
McConnell, Blanche S.....	Rock Island.....	Port Byron
McConville, Evelyn.....	LaSalle.....	Earlville
McConville, Jane.....	Stephenson.....	Freeport
McDonald, Blanche.....	Winnebago.....	Seward
McDonald, Elizabeth.....	Bureau.....	Dalzell
McGrath, Janette.....	Carroll.....	Mt Carroll
McGrath, Robert.....	Carroll.....	Mt Carroll
McIntosh, Josephine.....	Knox.....	Knoxville
McKinley, Jessie.....	Jo Daviess.....	Elizabeth
McLean, Doris.....	DeKalb .....	DeKalb
McLean, Nell.....	Bureau .....	Princeton
McMenamin, Ellen.....	DeKalb.....	DeKalb
McMenamin, Mary.....	DeKalb.....	Carlton
McNerney, Winifred.....	Kane.....	Elgin
Madden, Elizabeth.....	LaSalle.....	Earlville
Madden, Irwin.....	Stephenson.....	Freeport
Madden, Lizzie Jane.....	La Salle.....	Earlville
Mahaffey, Blanche.....	DeKalb ....	DeKalb
Maitland, Edna.....	.....	.....
Malloy, Anna.....	Whiteside.....	Fulton
Manley, Pearl .....	Kendall.....	Yorkville
Mansfield, Candace Z.....	Winnebago.....	Rockford
Marlin, Edna.....	Bureau.....	Buda
Masear, Rose.....	La Salle.....	Leland
Mechling, Maude.....	Whiteside.....	Rock Falls
Melville, Ollie.....	Peoria.....	Mapleton
Mercer, Myrtle.....	DeKalb.....	Somonauk
Mercer, Ruth.....	Bureau.....	Wyanet
Merriam, Eleanor A.....	(Arizona).....	Phoenix
Meyer, Henrietta.....	Winnebago.....	Pecatonica



# *Catalogue and Course of Study.*

Name.	County.	Town.
Miche, Cornelia.....	DuPage.....	Elmhurst
Miche, Irene E.....	DuPage.....	Elmhurst
Miller, C. W.....	(Minnesota).....	White Earth
Miller, Cora E.....	Lee.....	Dixon
Miner, Nina.....	Winnebago..	Rockford
Mitchell, Ethlyn J.....	Kane.....	Elgin
Mitchell, Maud.....	Carroll.....	Thompson
Moorhead, Florence B.....	DeKalb.....	DeKalb
Moorhead, Mrs Mary Blair.....	DeKalb.....	DeKalb
Morgridge, Gladys Carmon.....	DeKalb.....	DeKalb
Morrill, Bernice.....	Kane.....	Elburn
Morris, Dessa Belle .....	Lee.....	Franklin Grove
Morrison, Marguerite L.....	Winnebago.....	Rockford
Mosher, Ethel... ..	DeKalb.....	DeKalb
Muller, Marie C.....	Cook.....	Arlington Heights
Murray, Anna Laura.....	DeKalb.....	DeKalb
Murray, Anna Laura.....	DeKalb.....	DeKalb
Murray, Hanna.....	DeKalb.....	DeKalb
Murray, Lou B.....	Kankakee.....	Essex
Myers, Florence Edna.....	LaSalle.....	Streator
Myers, Sara J.....	DuPage.....	Naperville
Nash, Laura Elsie.....	JoDaviess.....	Stockton
Naylor, Eva.....	Rock Island.....	Cordova
Nehls, Ella F....	Cook.....	Arlington Heights
Nelson, Florence M.....	DeKalb.....	Sycamore
Nelson, Minnie.....	DeKalb.....	DeKalb
Newitt, Hazel Mae.....	DeKalb... ..	DeKalb
Nicolson, Mary.....	Winnebago.....	Winnebago
Noltemeier, Ella.....	Stephenson.....	Freeport
Norris, Elizabeth.....	DuPage.....	West Chicago
Norris, Fanny.....	DeKalb.....	DeKalb
Norton, Nellie C .....	La Salle.....	Earlville
O'Brien, John M.....	Kane.....	Maple Park
Obye, Harriett.....	JoDaviess.....	Galena
O'Connor, Mary.....	Stephenson.....	Freeport
O'Kane, Fannie.....	Ogle.....	Polo
O'Kane, Wm. H .....	Ogle.....	Polo
O'Keefe, Mary.....	Bureau.....	Spring Valley
Okey, Ella M.....	Henry.....	Kewanee
O'Malley, Blanche.....	Lee.....	Dixon
Osmun, Hazel.....	McHenry.....	Crystal Lake
Paddock, Daisy.....	Cook.....	Arlington Heights
Paddock, W. B.....	Warren.....	Monmouth

*The Northern Illinois State Normal School.*

Name.	County.	Town.
Painter, Lura.....	La Salle.....	Streator
Parker, Emma H.....	JoDaviess.....	Stockton
Parker, Jessie.....	DeKalb.....	Kingston
Parmenter, Mary A.....	Knox.....	Knoxville
Payne, Grace.....	Carroll.....	Savanna
Pearson, Lena.....	Ogle.....	Davies Junction
Pendergast, Alice.....	Winnebago.....	Rockford
Pendergast, Theresa.....	Kane.....	Elgin
Perry, L. Day.....	LaSalle.....	Ransom
Petteys, Hazel.....	Bureau.....	Tiskilwa
Pike, Edna I.....	DeKalb.....	DeKalb
Plank, Vera.....	DeKalb.....	DeKalb
Plant, Ethel M.....	(Wisconsin).....	Butternut
Pollock, Mabel.....	Ogle.....	Polo
Poole, Lorena.....	Ogle.....	Polo
Postle, Majorie L.....	DeKalb.....	DeKalb
Powers, Elizabeth.....	DeKalb.....	DeKalb
Pratt, Blanche.....	DeKalb.....	Kingston
Pratt, Fanny E.....	Lake.....	Waukegan
Purviance, Fanny.....	(Nebraska).....	Lincoln
Quincer, Blanche.....	DeKalb.....	Malta
Quinn, Mary.....	Will.....	Wilmington
Rafter, Catherine.....	Bureau.....	Spring Valley
Rand, Ina.....	DeKalb.....	Kirkman
Randall, Claude W....	DeKalb.....	DeKalb
Raplee, Mildred.....	DeKalb.....	Cortland
Raup, Ethel.....	Ogle.....	Monroe Center
Reed, Florence E.....	Whiteside.....	Sterling
Reeves, Grace K.....	Rock Island.....	Cordova
Reno, Mrs. Jane.....	La Salle.....	Streator
Reusch, Olga.....	JoDaviess.....	Hanover
Reynolds, L. Maud.....	Ogle.....	Rochelle
Richtemeier, Nora B.....	Stephenson.....	Kent
Riley, Marcella.....	McHenry.....	Crystal Lake
Riley, Retta V.....	Bureau.....	Mineral
Ritchie, Bessie.....	Carroll.....	Savanna
Robb, Anna Louise.....	McHenry.....	Marengo
Roberts, Lillian.....	La Salle.....	Streator
Roberts, Nellie G.....	DeKalb.....	DeKalb
Robinson, Bessie M.....	DeKalb.....	Waterman
Roche, Mattie.....	Kane.....	Hampshire
Rodger, Sarah M.....	Grundy.....	Braceville
Roe, Elizabeth R.....	Peoria.....	Peoria

*Catalogue and Course of Study.*

Name.	County.	Town.
Ross, Hilma L.....	DeKalb.....	DeKalb
Rowley, Edith.....	DeKalb.....	Sycamore
Rowley, Frances J.....	DeKalb.....	Sycamore
Rowley, Lizzie M.....	DeKalb.....	Sycamore
Rowley, Nell Merrill.....	DeKalb.....	Sycamore
Ruck, Nina.....	Whiteside.....	Tampico
Rudolph, Helen.....	Ogle.....	Davis Junction
Rummel, Anna.....	JoDaviess.....	Scales Mound
Runner, Edith M.....	DeKalb.....	DeKalb
Russell, Pearl.....	Lake.....	Gurnee
Sagle, A. Mae.....	Whiteside.....	Sterling
Sandberg, Anna J.....	Kane.....	Batavia
Sanberg, Freda.....	DeKalb.....	Sycamore
Sarbaugh, Edith.....	DeKalb.....	Waterman
Sargeant, Esther A.....	McHenry.....	Crystal Lake
Saxton, Ruth.....	Boone.....	Belvidere
Scanlan, Nellie.....	Whiteside.....	Sterling
Schade, Minnie.....	Lee.....	Ashton
Schafmayer, Mary.....	JoDaviess.....	Galena
Scotchbrook, Ruby E.....	JoDaviess.....	Stockton
Scott, Nellie M.....	Kane.....	Aurora
Sergeant, Ruby.....	DeKalb.....	Kingston
Shafer, Floyd.....	DeKalb.....	DeKalb
Sheldon, Josephine.....	Kane.....	Elburn
Shoellhorn, Eva.....	Kane.....	Kaneville
Shoemaker, Howard.....	Carroll.....	Thompson
Sholes, Ruth Wicker.....	Whiteside.....	Morrison
Showers, Ella N.....	Lake.....	East Chicago
Shreve, Nellie.....	Rock Island.....	Port Byron
Simpson, Julia.....	DeKalb.....	Sycamore
Siren, Alvina.....	DeKalb.....	DeKalb
Slater, Berdella.....	Lake.....	Waukegan
Slocum, Hazel.....	Whiteside.....	Morrison
Slothower, Caroline.....	Lee.....	Dixon
Smith, Grace Clarice.....	Winnebago.....	Rockford
Smith, Grace Perl.....	Kane.....	Geneva
Smith, Mary.....	DeKalb.....	Sycamore
Smyth, Stella A.....	JoDaviess.....	Stockton
Spolum, Almira.....	Kendall.....	Plano
Staley, Clara.....	(Kansas).....	Wichita
Starkey, Nellie.....	JoDaviess.....	Stockton
Stevenson, Jean.....	Kane.....	Elburn
Stewart, Sue M.....	DeKalb.....	Genoa

*The Northern Illinois State Normal School.*

Name.	County.	Town.
Stock, Annie.....	McHenry.....	McHenry
Stokes, Blanche ..	Cook.....	Oak Park
Stolp, Irene M.....	Cook.....	Chicago
Stoller, Marie A.....	Stephenson.....	Freeport
Stone, Benjamin W.....	DeKalb.....	Malta
Stone, Edna.....	Whiteside .....	Morrison
Stouffer, Mabel.....	Ogle.....	Polo
Straussman, Marion R.....	Kane.....	Aurora
Sturgis, Ruby.....	Henry.....	Geneseo
Sullivan, Alice J.....	DeKalb .....	Kingston
Sullivan, Mary.....	DeKalb.....	Kingston
Sunday, Hazel E.....	Lee.....	Franklin Grove
Swank, Ada M.....	Cook.....	Chicago
Swanson, Emma.....	Whiteside.....	Prophetstown
Swift, Ethel. ....	DeKalb.....	DeKalb
Tague, Agnes.....	Lee.....	Dixon
Talbot, Irene R.....	Cook.....	Des Plaines
Templeton, Lizzie.....	Stephenson.....	Dakota
Tenney, Bessie.....	DuPage.....	Downers Grove
Theilgaard, Sophia.....	Cook .....	Chicago
Thomas, Ellen.....	Bureau.....	Spring Valley
Thompson, Laura.....	LaSalle.....	Ottawa
Tindall, Laura A.....	DeKalb.....	Kirkland
Titus, Iva.....	Boone.....	Belvidere
Todd, William McClure.....	Grundy.....	Gardner
Toms, Estelle.....	Jo Daviess..	Elizabeth
Townley, G. Frank.....	Whiteside.....	Emerson
Townsend, Ruth.....	DeKalb.....	Sycamore
Turner, Clara.....	McHenry.....	Hebron
Turnus, Anna.....	Stark.....	Bradford
Tyrrell, Glen H.....	Jo Daviess.....	Stockton
Vandeburg, Florence A.....	DeKalb.....	Kingston
VanEtten, Genevieve.....	DeKalb.....	Waterman
VanGalder, Marion.....	DeKalb.....	Sycamore
VanHorne, Grace.....	Cook .....	Palatine
Vincent, Cora.....	LaSalle .....	Mendota
Voigt, Alfreda.....	Stephenson.....	Freeport
Vroom, Elma.....	DeKalb.....	DeKalb
Wagner, Lucy C.....	DuPage.....	Wheaton
Walker, Bess.....	DeKalb.....	Sycamore
Walker, Ida.....	Ogle.....	Polo
Walker, Joseph R.....	DeKalb.....	Waterman
Walker, L. Maie.....	Boone.....	Belvidere

# *Catalogue and Course of Study.*

Name.	County.	Town.
Walkington, Lois E.....	McHenry.....	Ringwood
Walrod, Jennie.....	DeKalb.....	Sycamore
Walther, Margaret M.....	DeKalb.....	Sycamore
Walthers, Clarence.....	Rock Island.....	Byron
Warber, Pearl.....	DeKalb.....	DeKalb
Wattles, Myrtle.....	McHenry.....	West McHenry
Weaver, Alice.....	DeKalb.....	Sandwich
Webster, Della M.....	JoDavieess.....	Scales Mound
Weeden, Ruth T.....	DeKalb.....	Sycamore
Weeks, Eva.....	Ogle.....	Rochelle
Welsh, Nellie M.....	Lee.....	Amboy
Wendling, Elsie.. ..	Cook.....	Wheeling
Westbrook, Amy.....	(Iowa).....	Lyons
Wheeler, Elizabeth.....	Lake.....	North Chicago
Wheeler, Eva.....	McHenry.....	West McHenry
Wheeler, Maud.....	Lake.....	Libertyville
Wheeler, Nina L.....	Whiteside.....	Fulton
Wheelock, Josephine.....	Ogle.....	Byron
Whittaker, Malinda.....	DeKalb.....	Sycamore
Wieber, Mary A.....	Stephenson.....	Freeport
Wilcoxon, Frankie.....	Bureau.....	Buda
Willett, Lotta J.....	Henry.....	Annawan
Williams, Gertrude.....	Kendall.....	Oswego
Williams, Nellie.....		
Williamson, Margaret.....	Carroll.....	Savanna
Wilson, Alice.....	Kane.....	Aurora
Wilson, James M.....	La Salle.....	Grand Ridge
Winchell, Mabel L.....	DeKalb.....	Sandwich
Wing, Alliston G.....	Kendall.....	Newark
Wirtz, Ione.....	DeKalb.....	DeKalb
Wiswall, Vera.....	DeKalb.....	DeKalb
Wolck, Louise.. ..	McHenry.....	Crystal Lake
Wolcott, Myrtle M.....	Lee.....	Amboy
Woodburn, Mary Allen.....	Ogle.....	Byron
Woodworth, Hattie.....	JoDavieess.....	Warren
Woodworth, Sylvia E.....	McHenry.....	Marengo
Wray, Margaret.....	Ogle.....	Byron
Wright, Elizabeth V.....	Kane.....	Gilberts
Wright, Harold G.....	DeKalb.....	Rollo
Zoeller, Mollie.....	Kane... ..	Geneva



*The Northern Illinois State Normal School.*

SUMMARY OF ATTENDANCE.

Specials.....	19
Seniors.....	59
Two-Year Course.....	105
Three-Year Course.....	111
Four-Year Course.....	32
Summer Term.....	503
Total.....	829
Names Counted Twice.....	97
Total.....	732

TRAINING SCHOOL.

In Normal Building.

First Grade.....	15
Second Grade.....	21
Third Grade.....	14
Fourth Grade.....	21
Fifth Grade.....	35
Sixth Grade.....	43
Seventh Grade.....	26
Eighth Grade.....	40
	215

In Gliuden Schools.

First Grade.....	58
Second Grade.....	40
Third Grade.....	28
Fourth Grade.....	50
Fifth Grade.....	47
Sixth Grade.....	42
Seventh Grade.....	31
Eighth Grade.....	26
	322
Total in Training School.....	537
Total.....	1264

COUNTIES REPRESENTED—31.

Boone	Lake	White
Bureau	La Salle	Whiteside
Carroll	Lee	Winnebago
Cook	McHenry	(Arizona)
DeKalb	Mercer	(Indiana)
Douglas	Ogle	(Iowa)

## *Catalogue and Course of Study.*

Du Page	Peoria	(Kansas)
Grundy	Pike	(Michigan)
Henry	Putnam	(Minnesota)
Jo Daviess	Rock Island	(Montana)
Kane	Saline	(Nebraska)
Kankakee	Stephenson	(Philippine Islands)
Kendall	Warren	(Wisconsin)
Knox	Will	

### ALUMNI REGISTER.

#### Class of 1900.

1. Bertram Jennie Campbell, Aurora, Ill. 3 years.
2. Bush, Minnie M., Francesville, Ind. 4 years.
3. Chamberlin, Linnie, Tampico, Ill. 4 years.
4. Clark, Samuel C., University of Ill. Champaign, Ill. 7 years.
5. Flentje, Lewis Edwin, Palmyra, Ill. 2 years.
6. Gallagher, Margaret Anne, Evanston, Ill. 7 years.
7. Hamel, Cecelia, Evanston, Ill. 7 years.
8. Hamm, Eva Grace, 5 years. Died in Sterling, Ill. Nov. 17, '06.
9. Hausen, Minnie Adella, Farragut School, Chicago. 7 years.
10. Johnston, J. Winnifred, Oak Park, Ill. 4 years.
11. McCrea, Ida H., Sterling, Ill. 6 years.
12. Martin, Lida Chenoweth, Decatur, Ill. 7 years.
13. Mitchell, Elizabeth J. H., Berwyn, Ill. 7 years.
14. Mize, Addison Roy, Principal Public School, Muslow, Arizona. 7 years.
15. Patton, (Shipman), Mary, DeKalb, Ill. 2½ years.
16. Sweeney, Joanna, R., Fort Sheridan, Ill. 4½ years.

#### Class of 1901.

17. Baker, Lou, Dwight, Ill. 4 years.
18. Banks, Eleanor Hannah, Elgin, Ill. 5 years.
19. Bennett, Frank LuVerne, Principal Public School, Winslow, Ill. 5 years.
20. Beverly, Rhoda May, Aurora, Ill. 6 years.
21. Brock, Agnes Cecelia, Batavia, Ill. 6 years.
22. Carpenter, Bertha Ella, Prescott, Arizona. 5 years.
23. Cornell, Edward Mayberry, Lake Geneva, Wis. 4 years.
24. Crosby, Alice, Kewanee, Ill. 5 years.
25. Daehler, Marie Elizabeth, Chadwick, Ill. 7 years.
26. DeYoung, Richard Gerrit, Curtis School, Chicago, Ill. 6 years.
27. Doolittle, Eleanor Angeline, Aurora, Ill. 5 years.
28. Duffey, Margaret Laura, Died in DeKalb, Ill. Nov. 26, 1906. 2 Years.

---

NOTE. The numbers at the right indicate the years of teaching since graduation.

*The Northern Illinois State Normal School.*

29. Dykeman, (Dunning), Jessie, 541 W. 124th St., New York City.
30. Ekdahl, Nellie, Lanark, Ill. 6 years.
31. Frye (Ferris), Birdie Xaripha, Rock Falls, Ill. 3 years.
32. Gagin, Mary Isabel, Evanston, Ill. 6 years.
33. Gilpatrick, Mabel Ethel, Plano, Ill. 6 years.
34. Greenough, Charles Weston, County Superintendent of Schools, Grangeville, Idaho. 6 years.
35. Hamm, Mary Helen, Idaho Springs, Colo. 6 years.
36. Hatch, Hattie Estelle, Evanston, Ill. 6 years.
37. Hatch, Rose Louise, Lisle, Ill. 2 years.
38. Hennings, Stella Alice, Barrington, Ill. 5 years.
39. Herndon, Lena, Stuttgart, Ark. 2 years.
40. Huber, Crescenta, Jirka School, Chicago, Ill. 6 years.
41. Bennett, Estella (Jordan), Winslow, Ill. 2 years.
42. Lascelles, Ida Belle, Evanston, Ill. 6 years.
43. Lee, Eva Grace, Harvey, Minn. 2½ years.
44. Lloyd, William Riley, 120 Broadway, New York City. 1 year.
45. Lowman, Charles Elliott, Principal Public Schools, Franklin Park, Ill. 6 years.
46. Lowman, (Smith), Mary Mabel, Franklin Park, Ill. 2 years.
47. MacMillan, Helen, Chicago, Ill. 5 years.
48. McBride, Charlotte Mabel, Palatine, Ill. 6 years.
49. Meyer, Julia Edna, Harvey, Ill. 5 years.
50. Murtfeldt, Minnie Augusta, Rockford, Ill. 6 years.
51. Meyers, Nettie Daisy, Chadwick, Ill. 2 years.
52. Nelson, Sena Christine, Racine, Wis. 4 years.
53. Obye, Katharine Helen, Galena, Ill. 6 years.
54. Toenniges, (Patten), Elizabeth May, DeKalb, Ill. 1 year.
55. Cooney (Phalen,) Irene Anastacia, Woodstock, Ill. 5 years.
56. Phillips, Eugene Martin, Freeport, Ill. 4 years.
57. Poust, Roy Merton, DeKalb, Ill. 3 years.
58. Ragland, Lewis Washington, Supt. Schools, Griggsville, Ill. 4 years.
59. Scott, Clara Leah, 1019 Seneca St., Seattle, Wash. 5 years.
60. Carrin, (Spence), Olive Anna, Evanston, Ill. 4 years.
61. Taylor, Elizabeth, Morrison, Ill. 6 years.
62. Walters, Cora Viola, Elgin, Ill. 3 years.
63. Watson, Edith May, Elburn, Ill. 1 year.
64. White, Adda M., Genoa, Ill. 1½ years.
- 65- Wright, Ivy Stuart, Aurora, Ill. 6 years.

Class of 1902.

66. Robinson, (Adams), Mildred, Austin Station, Ill. 2 years.
67. Bodenschatz, Emily Christine, Elgin, Ill. 5 years.
68. Boehringer, Clara Louise, Critic Teacher, State Normal School, Cape Girardeau, Mo. 5 years.

*Catalogue and Course of Study.*

69. Brandt, Grace Marie, Elgin, Ill. 5 years.
70. Bratton, Maude Ethelwyn, Kankakee, Ill. 5 years.
71. Brundage, Kate Anna, DeKalb, Ill. 5 years.
72. Burns, Gertrude Margaret, Chalmers, Ind. 3 years.
73. Cool, Mary Forrest, Butte, Montana. 4 years.
74. Dunbar, Pearl Alma, Elgin, Ill. 5 years
75. Madden (Farr) Elsie F., Rockford, Ill. 4 years
76. Ferguson, Clarence Homer, Superintendent of Schools, West Chicago, Ill. 5 years.
77. Fitzpatrick, Margaret, Batavia, Ill. 4 years.
78. Frederick, James I., Principal Public Schools, Cary Station, Ill. 5 years.
79. Vent (Garretson), Mary Vance, DeKalb, Ill. 4 years.
80. Garrity, Anna Julia, Triumph, Ill. 4 years.
81. Goodyear, Bertha Delphine, DeKalb, Ill. 5 years.
82. Gregory, Lottie Bell, Rockford, Ill. 5 years.
83. Griffith, Katherine Margaret, Student University of Michigan. 1 year.
84. Gruenewald, Emma Doretta, Principal High School, Rock Falls, Ill. 5 years.
85. Hayes, Lenora Blanche, Dixon, Ill. 5 years.
86. Hugett, Hatty Viola, Aurora, Ill. 3 years.
87. Kays, Victor C., Magnolia, Ill. 2 years.
88. Lenehan, Carolyn, Momence, Ill. 4 years.
89. Lilley, Marian Adriance, Aurora, Ill. 4 years.
90. Lyons, Elizabeth Ethel, Hammond School, Chicago, Ill. 5 years.
91. Roche, (Lyons), Louise Gertrude, Genoa, Ill. 3 years.
92. Madden, David Burward, Rockford, Ill. 2 years.
93. Malone, Edward Philip, Elkhorn, Neb.
94. Marshall, (Eades), Jessica, Irving Park, Ill. 1 year.
95. Mitchell, Julia Dot, Garfield School, Chicago, Ill. 5 years.
96. Mofet, William Raynor, 171 Caledonia St., Los Angeles, Cal. 1 year.
97. Murra, (Bayley), Mary A., Minneapolis, Minn. 1 year.
98. Ness, Henry, Panara, Iowa. 1 year.
99. Nichols, Edgar Fremont, Principal Public School, Cuba, Ill. 5 years.
100. Bessesen (Nilson), Elsie Urania, Harvey, N. D. 4 years.
101. Philbrook, Mrs. Maud Simmons, Bisbee, Arizona. 2½ years.
102. Phillips, Ethel May, Riverside, Ill. 5 years.
103. Porcheur, Eugene Francis, Principal Public Schools. Apple River, Ill. 5 years.
104. Pratt, Ada Alila, Elgin, Ill. 3 years.
105. Rady, Agnes Teresa, Blue Island, Ill. 2 years.

*The Northern Illinois State Normal School.*

106. Reed, Edna Belle, Moline, Ill. 5 years.
107. Rice, Ethel Vreeland, Mosely School, Chicago, Ill. 4 years.
108. Tiplan, (Richardson), Miriam Daisy, Morgan Park, Ill. 3 years.
109. Robinson, Agnes Gertrude, John Spry School Chicago, Ill. 4 years.
110. Rowley, Edith, Quincy, Ill., 5 years.
111. Rowley, Lizzie, Durand, Ill. 5 years.
112. Sanford, Louis Rantzeau, Principal Preparatory Dept. N. W.  
Military Academy Highland Park, Ill. 4 years.
113. Patt, (Shields), Dorothy, Aurora, Ill. 3 years.
114. Smith, Eda Vina, Carpentersville, Ill. 4 years.
115. Sovereign, Edith Payne, Rockford, Ill. 5 years.
116. Starin, Mable Minnie, Libby School, Chicago, Ill. 5 years.
117. Stiles, Mabel Bartlett, Elgin, Ill. 4 years.
118. \*Stuart, Alta D. DeKalb, Ill. 5 years.
119. Wagner, Lillian Elizabeth, Morgan Park, Ill. 5 years.
120. Williams Bertha M., Malvern, Iowa. 5 years.
121. Woodman, Edith, Michigan City, Ind. 5 years.
122. Zilligen, Mamie, Harvey, Ill. 4 years  
Class of 1903.
123. Ackert, James Edward, Principal Public School, Algonquin, Ill.  
4 years.
124. Baird, Grace Jean, Mattoon, Ill. 2 years.
125. Benedict, Mrs. Cora Taylor, Highland Park, Ill. 4 years.
126. Perkins, (Brainard,) Ethelyn, Pueblo, Colo. 3 years.
127. Clifford, Jean Margaret, Elgin, Ill. 3 years.
128. Coburn, Golda, Elgin, Ill. 4 years.
129. Cody, Mary Elizabeth, Aurora, Ill. 4 years,
130. Crasper, Jessamine, Highland Park, Ill. 4 years.
131. Cunniff, Emma Catherine, Elgin, Ill. 4 years.
132. Dore, Catherine Marie, McCormick School, Chicago, Ill. 4 years.
133. Dowdall, Leonora Emily, DeKalb, Ill. 4 years.
134. Elliott, Anna Gertrude, LaGrange, Ill. 4 years.
135. Etling, Emma Irene, Grand Rapids, Mich. 3 years.
136. Garretson, Alice Irene, DeKalb, Ill. 2½ years.
137. Glover, Bertha Rodney, Ottawa, Ill. 4 years.
138. Rosette, (Goble,) Viola, S. Minneapolis, Minn. 3 years.
139. Greenlee, Margaret, Geneva, Ill. 4 years
140. Grimes, Effie Madge, Batavia, Ill. 4 years.
141. Gross, Lena, Lostant, Ill. 4 years.
142. Grove, Gertrude, Morgan Park, Ill. 4 years.
143. Hausen, Henry Warren, Principal Public Schools, Coal City, Ill.  
4 years.
144. Hayes, Mrs. Katherine T., Sterling, Ill. 1 year.

---

\*Received diploma for 4-year course June 20, 1907.



*Catalogue and Course of Study.*

145. Heald, Anna N., Marseilles, Ill. 3 years.
146. Heuman, Edith Elizabeth, Elgin, Ill. 4 years.
147. Hogan, Loreto A., Seneca, Ill. 4 years.
148. Isaacson, Hulda Christine, LaFox, Ill. 3 years.
149. Johnson, Mattie B., DeKalb, Ill. 3 years.
150. Keeler, Fred Crosby, Student University of Illinois. 2 years.
151. Kiehle, Shirley, Evanston, Ill. 4 years.
152. Kruse, Anna Catheryn, Froebel School, Chicago, Ill. 4 years.
153. Leach, Bessie Elizabeth, Elgin, Ill. 4 years.
154. Lucas, Paul Jackson, Died at Longmont, Colo. March 21, 1907.  
3 years.
155. McLean, Addie Lucinda, Critic Teacher Northern Illinois State  
Normal School, DeKalb, Ill. 4 years.
156. Mallin, Winnie Louise, Maywood, Ill. 4 years.
157. Marshall, Jennie Morrison, Elgin, Ill. 4 years.
158. Murra, Fim, Minneapolis, Minn., Student in University of Minn.  
3 years.
159. O'Hare, Sadie Madora, Seneca, Ill. 4 years.
160. Paulsen, Lillian, Von Humboldt School, Chicago, Ill. 4 years.
161. Paulsen, Charlotte, Supervisor of Music, Oneonta Normal School,  
N. Y. 4 years.
162. Pohl, Minnie Henrietta, Green River, N. Y. 3 years.
163. Pratt, Florence Marion, Elgin, Ill. 2 years.
164. Puffer, Hal Everest, Buffalo, N. Y. 2 years.
165. Robbie, Mary Smith, Aurora, Ill. 4 years.
166. Spring, Nellie, Evanston, Ill. 4 years.
167. Stanton, Martha Cecelia, Batavia, Ill. 3 years.
168. Stetzler, Lloyd Livingstone, Gordon, Wis. 2 years.
169. Ware, (Tallmadge,) Alice Lavonia, Oregon, Ill. 2 years.
170. Tazewell, Edna May, DeKalb, Ill. 4 years.
171. Thornton, Bessie Adelle, Rockford, Ill. 4 years.
172. Van Epps, Ida Maude, Principal Ward School, Belvidere, Ill. 4  
years.
173. Wheaton, Elsie M., Mazon, Ill. 4 years.
174. Gunning, (Wilson,) Abbie Jean, Princeton, Ill. 3 years.
175. Wilson, Mary Mariva, Lake Forest, Ill. 4 years.
176. Winnie, Mrs. Mattie Kimball, Berwyn, Ill. 4 years.

Class of 1904.

177. Adams, Nida May, Sterling, Ill. 2 years.
178. Alley, Mary, Galva, Ill. 2 years.
179. Alsterlund, Mabel Alice, Moline, Ill. 3 years.
180. Althouse, Homer Dwight, Principal Schools, Byron, Ill. 3 years.
181. Baie, Tillie Cara, DeKalb, Ill. 3 years.
182. Banker, Grace Lillian, Aurora, Ill. 3 years.

*The Northern Illinois State Normal School.*

183. Bardmas, Dora Alice, Weiser, Idaho. 3 years.
184. Barnsback, Birdie, St. Louis, Mo. 3 years.
185. Barradell, Albert Edward, Student U. of I. 2 years.
186. Brant, Mary Kathryn, Otis School, Chicago, Ill. 3 years.
187. Brown, Mrs. Clara Ellen, Sterling, Ill. 2 years.
188. Bryant, Ethel Frank, Student N. W. University. 1 year
189. Carolus, Edith Marie, Belvidere, Ill. 2 years.
180. Pike (Coultas,) Ethel Mary, Silvis, Ill. 2 years.
191. Cusator, Mary Elizabeth, Cleveland, N. D. 3 years.
192. Davis, Alice Louise, Student Northwestern University. 2 years.
193. Dawson, Dorothy J., Aurora, Ill. 3 years.
194. Dearborn, Lydia W., St. Charles, Ill. 2 years.
195. Ely, Ruth Torrey, West Harvey, Ill. 2 years.
196. Fahrney, Florence K., Boise City, Idaho. 2 years.
197. Fuller, Mary Ella, Whittier, Cal. 2 years.
198. Farrell, (Gibbs,) Mildred Emma, DeKalb, Ill. 1 year.
199. Gilpatrick, Emily Lena, Danville. Ill. 3 years.
200. Green, Alice Eleanor, Gardner, Ill. 3 years.
201. Hendricks, Anna, Chicago Heights, Ill. 2 years.
202. Henning Isabelle Valentine, Iron Mountain, Mich. 2 years.
203. Kelley, Kathryn Helen, St. Charles, Ill. 3 years.
204. Kingsbury, Mrs. Stella E., Nunda, Ill. 3 years.
205. Kitson, Ethel Viola Ann, Barrington, Ill. 3 years.
206. Koehler, Elsie Irene, Iron Mountain, Mich. 2 years.
207. Langworthy, L. R., Green River, Wyo. 2 years.
208. Lotz, Cora S., St. Charles, Ill. 2 years.
209. McCleary, Lepha Gertrude, Principal High School, Yorkville. Ill.  
3 years.
210. McEwan, Frances Richard, Woodstock, Ill. 3 years.
211. McLean, Sarah, Geneva, Ill. 1 year.
212. Mann, Jessie Rebecca, Laboratory Assistant, Northern Illinois  
State Normal School. 3 years.
213. Mason, Ann E., McNabb, Ill. 3 years.
214. Mitchell, Maude, Marengo, Ill. 2 years.
215. Nichols, Marvin, Rossville, Ill. 1 year.
216. Nicholson, Marguerite M., Harvey, Ill. 2 years.
217. Walcott, (Patchin,) Edith M., Batavia, Ill. 1 year.
218. Peebles, Edith Austin, Waukegan, Ill. 3 years.
219. Pepper, Homer W., Albany, Ill. 3 years.
220. Peterson, Mary Elizabeth, Sycamore, Ill. 3 years.
221. Plummer, Ruth, Waukegan, Ill. 3 years.
222. Redeker, Ella Augusta, Elgin, Ill. 3 years.
223. Richardson, Alice M., Elgin, Ill. 3 years.
224. Ritzman, Floyd R., Principal Schools, Macon, Ill. 3 years.

*Catalogue and Course of Study.*

- 225. Robson, Julia Louise, Jones School, Chicago, Ill. 3 years.
- 226. Roth, Lillie May, Rock Island, Ill. 3 years.
- 227. Rovelstad, Gudrun, Elgin, Ill. 2 years.
- 228. Scott, Maud Emily, Chicago Heights, Ill. 2 years.
- 229. Selliken, Manda A. Nixon School, Chicago, Ill. 3 years.
- 230. Smith, Clara Belle, Waukegan, Ill. 3 years.
- 231. Sweeney, Kathryn R., Chicago Heights, Ill. 2 years.
- 232. Talbot, Mary Helen, Joliet, Ill. 3 years.
- 233. Tazewell, Zada Z., DeKalb, Ill. 3 years.
- 234. Tearney, Orville Addison, Canton, Ill. 2 years.
- 235. Troxell, Eleanor, Chicago Heights, Ill. 3 years.
- 236. Vatter, Rose Albertine, 6620 Cottage Grove Ave., Chicago, Ill.  
3 years.
- 237. Wahl, Lydia Ann, died at Beloit Wis., Nov. 4, 1906.
- 238. Miller, (Ward,) Lula G., Chicago, Ill. 500 Washington Blvd. 2  
years.
- 239. Wetzell, Emma Elsie, Elgin, Ill. 3 years.
- 240. Wiltse, John C., Cortland, Ill. 1 year.
- 241. Zimmer, Genevieve Florence, Belvidere, Ill. 3 years.
- 242. Zoller, Florence E., Rockford Ill. 2 years.

Class of 1905.

- 243. Baker, Carolyn Valentine, DeKalb, Ill. 2 years.
- 244. Baker, Evelyn Daisy, Santa Cruz, Cal. 2 years.
- 245. Barr, Gertrude Pearle, Joliet, Ill. 2 years.
- 246. Callaway, Ezra Samuel, Fruita, Colo. 1 year.
- 247. Markman (Carmichael) Edith Caroline, St. Louis, Mo.
- 248. Cary, Charlotte L., Elgin, Ill. 2 years.
- 249. Cockfield, Mabel, Aurora, Ill. 2 years.
- 250. Conley, Charles C., Troy, Ill. 2 years.
- 251. Dart, Augusta Smart, Rock Island, Ill. 2 years.
- 252. Dewey, Mabel, Student North Western Univ. 1 year.
- 253. Donovan, Mabel Winnifred, Elgin, Ill. 2 years.
- 254. Dunn, Elizabeth Moore, Chicago Heights, Ill. 2 years.
- 255. Du Von, Mabel Theresa, Chicago Heights, Ill. 2 years.
- 256. Elliott, Mary Gertrude, Elgin, Ill. 2 years.
- 257. Farr, Alvin Isaac, Prin. Public Schools, Mineral, Ill. 2 years.
- 258. Grimwood, Ada Josephine, Sycamore, Ill. 2 years.
- 259. Haight, Irene Grace, Sterling, Ill. 2 years.
- 260. Hartwell, Julia Mary, Pawpaw, Ill. 2 years.
- 261. Harvey, Edith Mary, North Rockford, Ill. 2 years.
- 262. Higginbotham, Helen, Elgin, Ill. 2 years.
- 263. Hurley, Coila Pearl, St. Charles, Ill. 2 years.
- 264. James, Nellie, Freeport, Ill. 2 years.
- 265. Johnson, Lillie Alida, Batavia, Ill. 2 years,

*The Northern Illinois State Normal School.*

266. Jordan, De Etta Josephine, Aberdeen, S. D. 2 years.
  267. King, Lora Gladys, DeKalb, Ill. 2 years.
  268. McChesney, Caroline Rebecca, Hinckley, Ill. 1 year.
  269. Mercer, Irene, St. Charles, Ill. 2 years.
  270. Montgomery, Grace Anna, Seattle, Washington. 2 years.
  271. Mull, Cora Ellen, Chicago Heights, Ill. 1 year.
  272. Nashold, Fred W. 1 year.
  273. Nelson, Annie, Lily Lake, Ill. 1 year.
  274. Clyne, (Nelson) Flora Grace, Maple Park, Ill. 2 years.
  275. Partridge, Charlotte Russell, Oak Park, Ill. 2 years.
  276. Partridge, Eleanor Orr, Oak Park, Ill. 2 years.
  277. Patten, Sarah Elizabeth, Chicago Heights, Ill. 1 year.
  278. Rahn, Mrs. Alida, Hammond School, Chicago, Ill. 2 years.
  279. Goble, (Reed) Myrtle A., Calapan, Mindora, P. I.
  280. Reichardt, John Henry, Prin. Public Schools, North Rockford, Ill. 2 years.
  281. Rowley, Bessie, Stillman Valley, Ill. 2 years.
  282. Samter, Gertrude. Belvidere, Ill. 2 years.
  283. Shea, John Franklin Edmund, Marquette, Ill. 1 year.
  284. Skiles, James Roy, Prin. Public Schools, Capron, Ill. 2 years.
  285. Truax, Eugene Allison, Stillman Valley, Ill. 2 years.
  286. Turner, Edith Caroline, Chicago Heights, Ill. 1 year.
  287. Way, Flora, Harvey, Ill. 2 years.
  288. West, Dorothy Rebecca, Chicago Heights, Ill. 2 years.
  289. Wilson, May E., Aurora, Ill. 1½ years.
  290. Zellar, Vera Pearl, Chicago Heights, Ill. 1 year.
- Class of 1906.
291. Anderson, Hilma Albertine, Moline, Ill. 1 year.
  292. Andrews, Sybil Elizabeth, Harvard, Ill. 1 year.
  293. Austin, Catherine Jane, Student Northwestern, University.
  294. Austin, Vida Almeda, Student Northwestern, University.
  295. Bragg, Edna O., Chicago Heights, Ill. 1 year.
  296. Brenneman, Erna Marie, Chicago Heights, Ill. 1 year.
  297. Broderick, Mary Frances, Streator, Ill. 1 year.
  298. Byers, Grace Ione, Chicago Heights, Ill. 1 year.
  299. Challand, Grace, Chicago Heights, Ill. 1 year.
  300. Chase, Eleanor Della, Chicago Heights, Ill. 1 year.
  301. Cooley, Anna, Chicago Heights, Ill. 1 year.
  302. Davidson, Roxalena, Chicago Heights, Ill. ½ year.
  303. Devine, Mrs. Laura Gedge, Waukegan, Ill. 1 year.
  304. Diefenthaler, Susie, Freeport, Ill. 1 year.
  305. Dobbin, Anna Mercy, Chicago Heights, Ill. 1 year.
  306. Eck, John William, Berwyn, Ill. 1 year.
  307. Edwards, Gertrude, Peru, Ill. 1 year.

*Catalogue and Course of Study.*

308. Erb, Mabel Anna, Waukegan, Ill. 1 year.
309. Erwin, Emma, Chicago Heights, Ill. 1 year.
310. Fellows, Abbie Mabel, Durand, Ill. 1 year.
311. Finkenbinder, Walter E., Principal Public Schools, Harmon, Ill. 1 year.
312. Glidden, Josephine Frances, Chicago Heights, Ill. 1 year.
313. Hanrahan, Alice Kathryn, DeKalb, Ill. 1 year.
314. Hayward, Olive Marguerite, DeKalb, Ill. 1 year.
315. Heine, Anna Helena, Chicago Heights, Ill. 1 year.
316. Hesselbaum, Caroline, Plano, Ill. 1 year.
317. Kays, Donald John, Rockford High School. 1 year.
318. Kemp, Elizabeth May, Princeton Ill. 1 year.
319. Kleckner, Bertha Diana, Chicago Heights, Ill. 1 year.
320. Kochsmeier, Meta Emily, St Charles, Ill. 1 year.
321. Lewis, Julia Belle, Bizbee, Arizona. 1 year.
322. McDole, Ada Catherine, DeKalb, Ill. 1 year.
323. McQueen, M. Virginia, Sioux City, Iowa. 1 year.
324. Meese, Lillian Gertrude, Harlem, Ill. 1 year.
325. Morse, Maud Blanche, Dundee, Ill. 1 year.
326. Muzzey, Bertha Mae, DeKalb, Ill. 1 year.
327. Nelson, Lucile Annabel, Decatur, Ill. 1 year.
328. Newton, Clara Belle, Elgin, Ill. 1 year.
329. Noel, Corinna, Cherry Valley, Ill. 1 year.
330. Overholser, Vinnie, Chicago Heights, Ill. 1 year.
331. Parker, Cecil Maud, Capron, Ill.  $\frac{1}{2}$  year.
332. Perry, Lafayette Day, Principal Public Schools, Waterman, Ill. 1 year.
333. Peterson, Alma Gustine, DeKalb, Ill. 1 year.
334. Phillips, Edith Mae, Elgin, Ill. 1 year.
335. Quinlan, Katherine, Harlem, Ill. 1 year.
336. Rodger, Mary Janet, Braceville, Ill. 1 year.
337. Rosencrans, Mae, Chicago Heights, Ill. 1 year.
338. Runner, Edna M., Evanston, Ill. 1 year.
339. Schell, Harmon Frank, Principal Public Schools, Durand, Ill. 1 year.
340. Schneider, Emma Dorothea, Chicago, Ill. 1 year.
341. Senneff, Bertha Adella, Waukegan, Ill. 1 year.
342. Sherwood, Goldie Fay, Genoa, Ill. 1 year.
343. Spoor, Gertrude J., Byron, Ill. 1 year.
344. Swift, Olive, Mount Morris, Ill. 1 year.
345. Tanner, Florence May, Chicago Heights, Ill. 1 year.
346. Townley, Carrie Esther, Elizabeth, New Jersey. 1 year.
347. Van der Veer, Hazel Wilson, Elgin, Ill. 1 year.
348. Vial, Sarah Adelia, Lyons, Ill. 1 year.



*The Northern Illinois State Normal School.*

- 349. Walker, Joseph Robert, Principal Public Schools, Ohio, Ill. 1 year.
- 350. White, Grace.
- 351. Wichman, Hannah L., Batavia, Ill. 1 year.
- 352. Wiswall, Hazel Aline, Student Oberlin College.
- 353. Wiswall, Vera Minerva, Student Oberlin College.
- 354. Worthington, Ethel, Park Ridge, Ill. 1 year.
- 355. Wright, Clark Gage, Principal Public Schools, Rockton, Ill. 1 year.





**Illinois State Reformatory**

**Print.**

THE  
NORTHERN ILLINOIS  
STATE NORMAL  
SCHOOL QUARTERLY

---

DE KALB, ILLINOIS

---

Volume VI

AUGUST, 1908

No. 1.

Published by The Northern Illinois State Normal School, in  
February, May, August and November





THE  
JOHN CRERAR  
LIBRARY



By grove of oak, on sward of prairie sod  
The Normal bides in Northern Illinois,  
A benediction from our fathers' God  
To crown the tress of girl and brow of boy.  
In this cathedral of the human mind  
What horns of cheer we from the turrets wind.

—Minnie Adella Hausen, Class of 1900.

THE  
NORTHERN ILLINOIS  
STATE NORMAL SCHOOL  
QUARTERLY

DE KALB, ILLINOIS.

---

Volume VI

AUGUST, 1908

No. 1.

---

ANNOUNCEMENTS

COURSES OF STUDY  
NAMES OF FACULTY, STUDENTS  
AND ALUMNI  
1907-8

---

NINTH YEAR

Ending July 31, 1908

A 100





## CALENDAR FOR 1908-1909

---

### FALL TERM

Monday, September 14, Enrollment and Assignment of Work.  
Tuesday, September 15, . . . . . Recitations begin at 8:30, A. M.  
Wednesday, December 23, . . . . . Term Closes at 3:05 P. M.

### WINTER TERM

Monday, January 4, Enrollment and Assignment of Work.  
Tuesday, January 5, . . . . . Recitations begin at 8:30, A. M.  
Friday, March 26, . . . . . Term Closes at Noon.

### SPRING TERM

Monday, April 5, . . . Enrollment and Assignment of Work.  
Tuesday, April 6, . . . . . Recitations begin at 8:30, A. M.  
Wednesday, June 23, . . . . . Term Closes at Noon.  
Thursday, June 24, . . . Annual Commencement at 9:30, A. M.

### SUMMER TERM

Monday, June 28, . . . Term of Six Weeks Opens at 8:45, A. M.

---

## BOARD OF TRUSTEES

---

HON. ADAMS A. GOODRICH, President, The Rookery, Chicago  
J. J. MCLALLEN, Secretary . . . . . Aurora  
HON. FRANCIS G. BLAIR, Superintendent of Public  
Instruction and member ex-officio . . . . . Springfield  
ISAAC L. ELLWOOD . . . . . DeKalb  
I. F. EDWARDS . . . . . Dixon  
LEROY A. GODDARD, Fort Dearborn National Bank, Chicago  
JOHN H. LEWIS, Treasurer . . . . . DeKalb.

## FACULTY.

---

JOHN WILLISTON COOK, A. M., LL. D.,  
President and Professor of Psychology.

NEWELL DARROW GILBERT, A. M.,  
Director of Training Department and Teacher of School  
Management.

CHARLES A. McMURRY, Ph. D.,  
Professor of Pedagogy and Assistant in Psychology.

EDWARD CARLTON PAGE, A. B.,  
Professor of History.

FRED LEMAR CHARLES, M. S.,  
Professor of Biology and Head of Science Department,

SWEN FRANKLIN PARSON,  
Professor of Mathematics.

CAROLINE LIVINGSTON,  
Professor of Drawing.

CHARLOTTE S. HUFF,  
Professor of Music.

E. ZOLA CHENEY,  
Assistant in Music.

IDA S. SIMONSON, B. L.,  
Professor of Literature.

JENNIE E. FARLEY,  
Professor of Reading and Elocution.

MARION WELLER, A. B.,  
Professor of Geography.

MARY ROSS WHITMAN, A. B.,  
Professor of Ancient and Modern Language.

\*MRS. RUTH MORRIS KERSEY,  
Teacher of English Grammar.

JOSEPHINE THORNDIKE BERRY, A. B., B. S.,  
Professor of Domestic Science.

SEYMOUR L. SMITH,  
Professor of Manual Training.

ANNA PARMELEE,  
Assistant in Mathematics.

---

\*Supply for last half of year.

## FACULTY—*Continued.*

---

JESSICA FOSTER,  
Teacher of Physical Training.

NELSON A. KELLOGG, A. B.,  
Assistant in Ancient and Modern Languages.

CHARLES W. WHITTEN, A. B.,  
Assistant in Science.

JESSIE REBECCA MANN,  
Assistant in Science.

FRANK K. BALTHIS,  
Gardener.

MRS. LIDA B. McMURRY,  
Critic Teacher Primary Grades.

MARY FITCH,  
Assistant.

ADDIE L. McLEAN,  
Critic Teacher Intermediate Grades.

EDITH S. PATTEN, Ph. B.,  
Critic Teacher Grammar Grades.

BERTHA HENDERSON,  
Critic Teacher Seventh and Eighth Grades, Glidden School.

BERTHA D. GOODYEAR,  
Critic Teacher Fifth and Sixth Grades, Glidden School.

BERTHA HUNTSMAN,  
Critic Teacher Third and Fourth Grades, Glidden School.

L. LOUISE ADAMS,  
Critic Teacher First and Second Grades, Glidden School.

MADELEINE WADE MILNER,  
Librarian.

JOSEPHINE MARIE JANDELL,  
Assistant Librarian.

LYNDETH C. LUND,  
Clerk.

GEORGE W. SHOOP,  
Superintendent of Building.

JAMES A. CLARK,  
Engineer and Electrician.

ADDITIONAL TEACHERS FOR THE SUMMER  
SCHOOL.

MISS EDITH M. McLAUGHLIN,  
Primary Method.

VIRGINIA LEE HART,  
Teacher of Drawing.

CONSTANCE L. EWING,  
Teacher of Drawing.

KATE M. STODDARD,  
Assistant in Mathematics.

EFFIE E. DOAN,  
Assistant in Laboratory.

# Northern Illinois State Normal School

---

The Northern Illinois State Normal School was established by an act of the General Assembly in 1895 and began its first term on September 12, 1899. It exists for the exclusive purpose of preparing teachers for the common schools of Illinois. It is located in DeKalb. The town contains a population of nine thousand. It is situated on the Omaha division of the Chicago and Northwestern Railway, on a branch of the Chicago Great Western, on the Illinois, Iowa and Minnesota, and on the Northern Illinois. It is fifty-seven miles from Chicago, and easily reached from any part of Northern Illinois. The town has fine water, electric lights, paved streets, an electric road to the Normal School and to the County Seat. It is at the center of a most fertile and prosperous country and has a healthful and bracing climate.

The Normal School building is one of the finest structures thus far erected for normal school purposes in this country. It is three hundred seventy-one feet long and two hundred fifty feet in extreme depth. It contains a spacious auditorium capable of seating twelve hundred, plenty of good class rooms, fine library accommodations and laboratories, and a large gymnasium equipped with baths. With a fine art room, an excellent shop for manual training, a school garden, a greenhouse, domestic science rooms, suitable halls for literary societies, a spacious lecture room, and apartments for student enterprises of various kinds, nothing is lacking for a complete equipment. The campus contains sixty-seven acres of diversified surface and includes a fine athletic field, a grand stand with baths, and a lake suitable for boating.

## CONDITIONS OF ADMISSION.

There are seven ways of entering the school:

First—A course of one year will be offered to graduates of reputable colleges, who will be admitted upon presentation of their diplomas.

Second—Graduates of good high schools having four-year courses will be admitted to a two-year course upon presentation of their diplomas. These high schools will be designated as “accredited schools.”

Third—There are many schools with shorter courses whose graduates will be admitted to a three-year course upon presentation of their diplomas. These schools form a second group of “accredited schools.”

Fourth—Persons holding a teacher's certificate will be admitted to the three-year course without examination.

Fifth—Students who have been connected with other State Normal Schools can enter upon presentation of their records if they have been honorably discharged from such institutions. All work done in such institutions will be passed to their credit here.

Sixth—The act establishing the institution provides that county superintendents of schools may appoint suitably prepared persons to scholarships. Such persons will be admitted to the proper course upon presentation of their certificates of appointment.

Seventh—There are many persons who have none of the above qualifications and yet are well prepared to do work in the Normal School. Such persons should correspond with the president with regard to admission.

Eighth—Graduates of country schools will be admitted to a four-year course upon presentation of their certificate of graduation.

Ninth—Winners in the competitive township examination provided for by the General Assembly will be admitted to a four-year course. They will be permitted considerable freedom of choice in their studies.

We have no preparatory department. If you are in doubt as to your qualifications write to the president and the matter can be determined ordinarily by correspondence.



## *The Northern Illinois State Normal School.*

Every candidate should present a certificate of good moral character signed by some responsible person. This will be insisted upon in all cases.

### BOARDING.

Nearly all of the students of this institution board in clubs. There are several large club houses especially constructed and completely furnished for the accommodation of students, near the school building. They contain large dining rooms and are fitted with all the modern conveniences for dormitory purposes. In addition to these there are many private houses near good boarding clubs, in which admirable rooms may be rented at reasonable rates. The accommodations are excellent in quality, are ample in quantity and are within a few minutes' walk of the school.

Boarding places can be secured by correspondence, although it is better to defer the selection of rooms until they can be inspected personally. The portion of the town occupied by the students is almost entirely new and has been made peculiarly attractive by public spirited citizens. Very pleasant homes are thus made available at moderate prices. Representatives of the boarding clubs are deputed to meet incoming trains and to aid students in securing satisfactory places. A twenty-five cent omnibus meets the trains and when strangers are in doubt as to what to do they are advised to go at once to the office of the president, who will give them personal attention.

### EXPENSES.

Excellent board including room can be secured at \$4.50 to 4.75 a week. The incidental expenses are substantially what you make them and vary for different persons. No tuition is charged. The only expense connected with instruction is a term fee of two dollars, which is payable in advance at the beginning of each term. The expense for books and stationery is about twenty-five dollars for the full course.

## COURSE OF STUDY

Six courses of study are offered; a one-year course for college and Normal school graduates, a two-year course for graduates of the best high schools, a three-year course for graduates of high schools with shorter courses and for others of similar preparation, a four-year course for those desiring a more liberal training, a four-year course for graduates of country schools desiring to become teachers, and a four-year course for winners in the township competitive examinations.

The one-year course is determined by conference with the candidate. It is composed of professional studies and practice in the Training School. At least twelve credits will be required, not less than two of which must be teaching credits.

### TEACHING.

All teaching is done in the city schools of DeKalb. Two schools are used for this purpose. One of them is in the Normal building; the other is the Glidden School. Each is an eight grade school and is equipped with all of the modern facilities.

Only half-day work is done unless pupils prefer to teach the whole day. The teacher either takes charge of a room or acts as an assistant. At least one term of room charge is necessary for the completion of the course. This work must receive the approval of the supervising critic in order to gain a passing credit. Two terms of this work are required unless the teacher shows so marked a degree of proficiency as to indicate that the time could be more advantageously devoted to the study of some of the regular or elective courses. In such a case two subjects may be taken instead. Students who are engaged in teaching attend all teachers' meetings of their grade.

### ILLUSTRATIVE LESSONS.

For the illustration of critical methods in dealing with class exercises, illustrative lessons are given each week.

## *The Northern Illinois State Normal School.*

These lessons are conducted by critic teachers, by teachers from the Normal department, or by students who have shown unusual skill in the training school. The classes are selected successively from the grades of the training school. The exercises are freely criticised in the light of pedagogical principles. Pupil teachers are required to attend.

In the development of the various subjects of the curriculum that bear immediately upon the work of the grades, similar exercises are employed in the regular classes of the Normal department. The teacher of grammar, for instance, desiring to show how a certain phase of the subject should be presented to a class of children, employs a class from the training school for that purpose. By means of such exercises and by their free discussion a pedagogical consciousness is awakened in the Normal students, and they are thus led to a conscious application of the principles of teaching and to self-criticism of their success in applying them.

### THE LIBRARY.

An admirable library of more than twelve thousand volumes, well catalogued, is available for the use of the students. A competent librarian and assistant are always present to render needed assistance. The library is open from eight o'clock to five every school day and from eight to twelve on Saturday.

### GYMNASIUM.

A spacious gymnasium furnished with bowling alley, baths, dressing rooms and suitable apparatus, is one of the features of the institution. For field work there is a fine athletic field with track and grand stand.

### MANUAL TRAINING.

A shop furnishes an excellent opportunity for observation of pupils' work and for the acquisition of those phases of manual training that can be introduced at moderate expense into ordinary schools.

DOMESTIC SCIENCE.

A well equipped domestic science department with a highly competent director furnishes courses that are intended more especially for the seniors, but special students are at liberty to elect them.

STUDENT ORGANIZATIONS.

1. The Ellwood Literary Society. Meetings on Saturday evenings.

2. The Glidden Literary Society. Meetings on Saturday evenings.

3. Young Women's Christian Association, with a suitable room.

These associations extend a hearty welcome to all prospective students. They are important factors in the school life, and their members take an active interest in the welfare of every student. Upon arriving at DeKalb those who come for the first time should look for young men wearing the badge of the institution, who will be on hand to assist in finding agreeable homes.

4. The Ellwood Basket Ball Team.

5. The Glidden Basket Ball Team.

6. The Foot Ball Team.

7. The Base Ball Team.

8. The Treble Clef Society.

9. The Patriots.

"THE NORTHERN ILLINOIS."

"The Northern Illinois" is a monthly magazine published in the interest of the school and managed by a board of directors selected by the student body.

"THE NORTHER."

"The Norther" is published once a year by the Senior class.

## *The Northern Illinois State Normal School.*

### COURSES OF STUDY.

#### ONE YEAR COURSE.

Ten term credits, five hours a week, and one term of half-day teaching and room charge in the training school are required. The particular subjects to be pursued will be determined for each candidate after a personal conference.

#### THE TWO-YEAR COURSE.

I.	II.	III.
Geography.....4	Reading .....4	Grammar .....4
Drawing.....1—5	Drawing .... 1—5	Drawing .....1—5
Biology.....4	Biology.....4	Biology .....4
Drawing.....1—5	Drawing .....1—5	Drawing .....1—5
Arithmetic.....4	History .....4	History .....4
Music.....1—5	Music.....1—5	Music.....1—5
Psychology.....4	Psychology .....4	Psychology .....4
Music.....1—5	Music.....1—5	Music.....1—5
Physical Train- ing.....2	Physical Training..2	Physical Training..2
	Themes.....1	
IV.	V.	VI.
Teaching or 2 electives.....10	Teaching or 2 electives .....10	Teaching or 2 electives.....10
Physics..... 5	Algebra .....5	Geometry.....5
Literature .....4	History of Edu- cation.....4	Philosophy of Edu- cation..... 4
School Manag't..1—5	School Manag't....1—5	School Manag't....1—5
Themes.....1		

#### THE THREE-YEAR COURSE.

I.	II.	III.
Reading .....5	Meteorology.....5	Pedagogy.....4
History .... 5	Arithmetic .....5	Drawing.....1—5
Grammar .....4	Geography.....4	Geography .....4
Drawing .....1—5	Drawing.....1—5	Music.....1—5
Arithmetic.....4	Grammar... ..4	Algebra ..... 4
Drawing.....1—5	Drawing ..... 1—5	Drawing .....1—5
Music.....2	Music.....2	Nature Study.....4
Physical Train- ing ... ..2—4	Physical Training..2—4	Music.....1—5
	Themes.....1	Physical Training..2
		Themes ..... 1

## Catalogue and Course of Study.

IV.	V.	VI.
Algebra or Latin .....5	Geometry .....5	Geometry or Latin.5
Ancient History .....5	Latin or Literature .....5	Literature....5
Psychology.....4	Psychology.....4	Psychology.....4
Drawing.....1—5	Drawing .....1—5	Drawing. ....1—5
Biology.....4	Biology .....4	Biology .....4
Drawing.....1—5	Drawing.....1—5	Drawing .....1—5
Themes.....1	Themes.....1	
VII.	VIII.	IX.
Teaching or 2 electives.....10	Teaching or 2 electives....10	Teaching or 2 electives..10
Physics.....5	Chemistry.....5	Physical Geog.....5
Rhetoric.....4	Civics.....4	Philosophy of Education.....4
School Manag't.1—5	School Manag't...1—5	School Manag't...1—5

### \*THE FOUR-YEAR COURSE.

#### FIRST YEAR.

First Term.	Second Term.	Third Term.
Latin Grammar and Reader.....5	Latin Grammar and Easy Reading.....5	Cæsar and Composi- tion.....5
Geography.....4	English Grammar ...4	Pedagogy.....4
History.....5	Arithmetic.....5	Algebra.....4
Arithmetic.....4	Reading.....5	Biology.....4
Music.....2	Music.....2	Music.....2
Themes.....1		Themes .....1

#### SECOND YEAR.

First Term.	Second Term.	Third Term.
Cæsar and Composi- tion.....5	Cæsar.....5	Cicero and Compos'n..5
Algebra.....5	Biology.....4	Literature .....5
Biology.....4	Geometry . . . . .5	Biology .....4
History.....5	Literature.....5	Geometry .....5
Drawing.....2	Drawing .....2	Drawing.....2
	Themes.....1	Themes .....1

\*The requirements for admission to this course are the same as for the three-year course.



*The Northern Illinois State Normal School.*

**THIRD YEAR.**

First Term.	Second Term.	Third Term.
Cicero and Composition.....5	Ovid.....5	Vergil.....5
Rhetoric.....4	German or Greek.....5	German or Greek.....5
German or Greek..5	Psychology.....4	Psychology.....4
Psychology.....4	Civics or Political Economy.....4	Literature or Physical Geography.....5
Drawing.....2	Drawing.....2	Drawing.....2
Themes.....1	Themes.....1	

**FOURTH YEAR.**

First Term.	Second Term.	Third Term.
Vergil or Physics. 5	German or Greek.... 5	Philosophy of Education..... 4
German or Greek. 5	Livy or Physics..... 5	German or Greek or Chemistry..... 5
Teaching.....10	Teaching.....10	School Management.. 1
School Managem't. 1	School Managem't... 1	Teaching .....10
	Themes..... 1	

**ELECTIVES AND SUBSTITUTIONS.**

Substitutions for some of the studies may be made. In such cases evidence that such studies have been pursued elsewhere should be submitted.

ELECTIVES.	ELECTIVES.	ELECTIVES.
Fall Term.	Winter Term.	Spring Term.
Latin..... 5	Latin..... 5	Latin..... 5
German..... 5	German..... 5	German..... 5
Literature..... 5	Literature..... 5	Literature..... 5
Sociology..... 5	Sociology..... 5	Sociology..... 5
Ethics..... 5	Ethics..... 5	Oratory..... 5
Oratory..... 5	Astronomy..... 5	Drawing..... 5
Drawing..... 5	Drawing..... 5	Physiography..... 5
Logic..... 5	Civics..... 4	Political Economy... 5
English History.. 5	History of Education..... 4	Geology..... 5
Advanced Nature Study..... 5	Rhetoric..... 4	Advanced Nature Study and Agriculture..... 5
	Medieval History.... 5	Type Studies..... 5
	Special Method in History..... 5	The Course of Study. 5
	Chemistry..... 5	
	Advanced Nature Study..... 5	

## *Catalogue and Course of Study.*

An educational thesis of not less than fifteen hundred words is required of each candidate for graduation. Weekly exercises in composition extend through the whole course.

Two terms of half-day teaching are required. When in charge of rooms only two studies are required.

### SPECIAL STUDENTS.

Persons desiring special work can be accommodated if sufficiently prepared to take such studies profitably. Selections can be made from the following courses and from the work of the regular courses. Teachers of experience who desire to fit themselves for better positions are especially invited to correspond with the president with reference to the facilities offered here for superior discipline.

### ELECTIVES IN SPECIAL METHODS.

#### FIRST, SECOND AND THIRD GRADES.

Fall Term.	Winter Term.	Spring Term.
1. Literature and written language.	1. Reading and number.	1. Nature study and home geography.
2. Drawing.	2. Construction work and manual training.	2. Psychology: a. Culture of the feelings.
3. Music.	3. Psychology: a. The knowledge process.	b. Will training.
4. Psychology: a. Sense organs. b. Fatigue. c. Pathological conditions.	b. The School problem.	3. Study of class exercises.
	4. Physical training and games.	4. Child study.

#### FIFTH AND SIXTH GRADES.

1. Literature and reading.	1. Drawing.	1. Nature study.
2. Language work.	2. Music.	2. Geog. and Hist.
3. Psychology. Same as above.	3. Arithmetic.	3. Psychology. Above.
4. Manual training.	4. Psychology. Same as above.	4. Discussion of class exercises.
		5. Psychology. Above.

#### SEVENTH AND EIGHTH GRADES.

1. Arithmetic.	1. Manual training.	1. Music.
2. History.	2. English grammar.	2. Drawing.
3. Geography.	3. Reading and literature.	3. Nature study.
4. Psychology. As above or with regular classes.	4. Psychology. As above or with regular classes.	4. Psychology. As above or with regular classes.

## *The Northern Illinois State Normal School.*

Illustrative lessons will be given through the year and will be carefully discussed. The above courses may be supplemented by teaching in the training school.

Physical training may be taken two hours a week with regular classes.

### FOUR-YEAR COURSE.

For Graduates of Country Schools.

#### FIRST YEAR.

Fall Term.	Winter Term.	Spring Term.
Reading ..... 4	English..... 4	Civics..... 4
Themes. .... 1	Spelling ..... 1	Spelling ..... 1
Arithmetic..... 4	Geometry..... 4	Algebra ... 4
Shop..... 1	Shop..... 1	Shop..... 1
History of Eng- land..... 4	Hygiene..... 4	Literature ..... 4
Spelling. .... 1	Penmanship ..... 1	Themes ..... 1
Nature Study.... 4	Geography ..... 4	Agriculture and Hor- ticulture..... 4
Shop..... 1	Shop..... 1	Penmanship..... 1
Drawing..... 2	Drawing..... 2	Drawing .. 2
Physical Training. 2	Physical Training.... 2	Physical Training.... 2

Students who complete the work of the year satisfactorily will continue with the work of the Three-Year Course.

### FOUR-YEAR COURSE.

For Winners of the Township Scholarships.

Winners of the Township Scholarship will be admitted to the Four-Year Course on page 14 or 17 and will be permitted to substitute academic subjects for the professional subjects. There will be large freedom of election, where pupils are prepared to pursue the selected subjects.

FOR COURSES LEADING TO DEGREES SEE PAGE BEFORE NAMES

### ANALYSIS OF COURSES.

#### PSYCHOLOGY, PEDAGOGY, PHILOSOPHY OF EDUCATION.

MR. COOK AND MR. MCMURRY.

1. PEDAGOGY.—Third term, three-year course. Four hours a week.

The course shows that the past is the foundation of all future knowing, how individual notions may be effectively presented to

classes of children, how the mind passes to more general phases of knowledge, and how the mind returns to the more significant interpretation of facts by the application of general notions or laws. Along with these studies there are observations of illustrative lessons with children, the making of lesson plans according to the Formal Steps, and a discussion of some fundamental school problems.

TEXT: McMURRY'S METHOD OF THE RECITATION.

2. PSYCHOLOGY.—First year, two-year course; second year, three-year course; third year, four-year course. Four hours a week.

This course occupies one year. The first term is devoted to a study of the intellect; the second, to the feelings and the will; the third, to the psychology of the subjects of the elementary school.

A psychology text is used the first two terms. The work of the third term is conducted orally.

3. PHILOSOPHY OF EDUCATION.—Last term, senior year. Five hours a week. Elective.

The text is Rosenkranz' Philosophy of Education. The course covers Parts I and II.

4. HISTORY OF EDUCATION.—Fifth and sixth term, two-year course and ninth term, three-year course. Four hours a week.

TEXT: MONROE'S HISTORY OF EDUCATION.

SCHOOL ORGANIZATION AND MANAGEMENT.

MR. GILBERT.

All of senior year in each course, one hour a week.

## I. SCHOOL ORGANIZATION.

- a. Theory of Public Free School.
- b. Parties to school organization:—taxpayers, parents, the child. Conflicting interests and demands to be co-ordinated and harmonized. Board of Education, teacher, home, child in relation to school.

## II. SCHOOL ORGANIZATION AND MANAGEMENT.—Determined by demands of child's development.

1. Growing out of laws of physical nature as discovered in Physiology and applied in Hygiene and Sanitation.
2. Growing out of laws of mental nature as found in Psychology and applied in Pedagogy.

## *The Northern Illinois State Normal School.*

3. Growing out of laws of spiritual nature as formulated and applied in Ethics.

### III. SCHOOL HYGIENE.—Shaping the school conformably to laws of the child's physical nature.

- a. School environment: grounds; building:—construction—arrangement—care.
- b. Ventilation—necessity based on vital processes—elements of problem—devices, appliances and schemes.
- c. Lighting—defects of vision. School room causes. Proper lighting: amount, distribution and arrangement of lighting area  
Control of light.
- d. Seating—Evils of prevailing methods. Determining conditions of proper seating. Habits and postures of pupils at desks.
- e. Fatigue—nature—waste of effort under conditions of fatigue. Conditions producing fatigue. School program in relation to fatigue and rest.
- f. Infectious and contagious diseases.

### IV. PROGRAM OF WORK.—Economy of energy.

- a. Apportionment of time—week and day as units—program of study and recitation—economies.
- b. Correlation of work—advantageous successions.
- c. Rests—character and distribution.

### V. CLASSIFICATION AND GRADATION OF PUPILS.—“The lockstep of the public schools.”

### VI. SCHOOL DISCIPLINE.—Shaping the school conformably to the laws of the child's moral and spiritual growth.

1. Elements of the problem.
  - a. General:—Child a developing moral being. The process one of rational conduct, not of repressive control. Teacher's task:—training pupils to behavior.
  - b. Social element:—Rise of moral notions. “Education: organizing resources into power of conduct to fit social world; organization of acquired habits of conduct and tendencies to behavior.”
  - c. Biological elements:—“Man an organism for re-acting on impressions.” “Education: bringing mass of possible reactions into rational control.”
  - d. Physiological elements:—Health, fatigue, school and home environments as affecting conduct.

2. MORAL TRAINING:—How Effected.

- a. School associations:—community of ideals and interests—co-operation vs. competition. Plays and games. Occupations.
- b. School management (internal). School-room order—economy—standards—spirit.
- c. School atmosphere—determined by teacher—elements. School-room faults and vices.
- d. Punishment:—Spirit—aim—character; punishments, proper and improper—time and place.
- e. School instruction:—Intelligence and moral tone—course of study in its bearing on the will.
- f. Shaping ideals—personality of teacher—"Character teaches above our wills."

HISTORY AND CIVICS.

MR. PAGE.

1. HISTORY.—Second term, two-year course. Four hours a week.

The term is devoted to a careful study of the principles of method in history. The work in all grades of the elementary school is considered. The principles and theories involved are brought out by assigned reading and class discussion. Due consideration is given to the best available material for the various grades of work.

TEXT BOOK: MACE'S METHOD IN HISTORY.

2. HISTORY OF ILLINOIS.—Third term, two-year course. Four hours a week.

A course, in which those events in Illinois history which are of national importance are studied.

TEXT BOOK: SMITH'S STUDENTS' HISTORY OF ILLINOIS.

3. HISTORY.—First term, three-year course. Five hours a week.

The term is devoted to a study of American history. Instead of a general survey of the whole field of our history, a limited number of topics is selected. Those typical in their character and those which, grouped together, give a view of great movements or important phases of our history, are the chosen ones. The great purpose of the term's work is not the acquisition of new facts, but rather the power to interpret facts. Keen interpretative ability is regarded as a fundamental of method.

TEXT BOOK: McLAUGHLIN'S HISTORY OF THE AMERICAN NATION.



4. HISTORY.—Fourth term, three-year course. Five hours a week.

To obtain skill in interpreting the history of other peoples, one term is devoted to the study of the principal periods of Ancient History.

TEXT BOOK: WEST'S ANCIENT HISTORY.

5. CIVICS.—Eighth term, three-year course. Four hours a week.

Two principal thoughts guide the work in civics. The first is that our political institutions are the result of an evolutionary process. The second is that certain fundamental principles have determined the character of our political institutions. In emphasizing and illustrating these ideas, the main facts in the structure of our government (local, state and national), are brought out. The whole course is a practical illustration of method. Incidentally, specific methods are presented. Much collateral reading is done and special research is made.

TEXT BOOK: JAMES AND SANFORD'S GOVERNMENT IN STATE AND NATION.

6. ENGLISH HISTORY.—First term, four-year course. Four hours a week.

An elementary course in English History, presupposing little or no knowledge of history other than that of the United States.

7. ELEMENTARY CIVICS.—Third term, four-year course. Four hours a week.

A course laying particular stress upon the structure of our governmental system—local, state and national.

8. SPECIAL METHOD IN HISTORY.—Elective, winter term, senior year. Five hours a week.

A study of special methods for teachers, covering sources of material, choice of facts, organization of facts, interpretation, time relation, geographic influences, use of original sources, maps and geographic charts, pictures, the library, biographical material, etc., with practical illustrations. Much attention is given to a discussion of available material.

TEXT BOOK: BOURNE'S TEACHING OF HISTORY AND CIVICS.

9. ENGLISH HISTORY.—Elective, fall term, senior year. Five hours a week.

Emphasis is laid upon those phases and periods of English History which are of special significance to Americans.

TEXT BOOK: CHEYNEY'S SHORT HISTORY OF ENGLAND.

10. **MEDIÆVAL HISTORY.**—Elective, second term, senior year. Five hours a week.

The term is devoted to the intensive study of a limited field of history. Most of the available material, both of primary sources and of secondary authorities, is accessible in the library. Thoroughness of mastery, and not extent of ground covered, is the aim. Among the chief purposes of the term's work are the following: To learn the historic processes, to learn how to search out information from books, to gain an idea of the vastness of the subject of history, to divorce the student from dependence on a text book, to train the judgment in weighing the value of material and in selecting that which suits one's purposes, to learn to generalize from a mass of material, etc. The topics selected for this intensive work may be varied from year to year. The reign of Charlemagne is the topic for next year.

**TEXT BOOK:** DAVIS'S CHARLEMAGNE.

11. **CIVICS.**—Elective, winter term, senior year, two-year course. Five hours a week.

Taken with No. 5 above, with an additional recitation each week devoted to special topics.

12. **POLITICAL ECONOMY.**—Elective, spring term, senior year. Five hours a week.

The aim is to inculcate a thoroughly intelligent and practical view of the subject. The evolutionary and theoretical methods are chiefly used, though some observations are made.

**TEXT BOOK:** BULLOCK'S ELEMENTS OF ECONOMICS.

The library is unusually strong in the department of history. Care is not spared to make it systematic and comprehensive. Not only are the leading secondary authorities to be found on our shelves, but also a liberal supply of the sources most useful to the student. Constant additions are being made to the list of books and every new demand is met as promptly as possible. The library is a government depository, and receives all of the publications of the United States government. Three thousand volumes or more have been received.

## DEPARTMENT OF SCIENCE.

MR. CHARLES.

MR. WHITTEN, ASSISTANT.

MISS MANN, LABORATORY ASSISTANT.

The subjects included under this department are Meteorology, Nature Study, Zoology, Home Sanitation and Household Science, Human Physiology, Botany, Physics, Chemistry, and Elements of Agriculture and Horticulture. The aim of the department is to furnish

## *The Northern Illinois State Normal School.*

scientific training for teachers of nature study, and it is the purpose so to unify the different courses as to make each contribute to this end without sacrificing the peculiar interest of any subject.

1. NATURE STUDY.—First term, four-year course. Four hours a week.. For graduates of rural schools.

Observational and experimental studies, similar in subject matter and treatment to the autumn nature study of the grammar grades.

Topics will be chosen from the following list: The composite family; field, garden, and laboratory study of this important group; herb-arium; detailed study of types; discovery of group characters.

Morphological study of fruits; origin from flower parts; provision for dispersal of seed.

Classification of insects; collection and preservation of specimens; life histories; laboratory study of types; characteristics of the more important orders; economic insects.

Domesticated animals; ancestry; ecology; breeding; the dairy; the silo. Children's pets.

The work of the Department of Agriculture and of the State Experiment Station.

Telescope and microscope; stereopticon and camera; the eye.

Lift pump and force pump; studies in pressure of fluids.

Calendar and observation of seasonal events; coloration and fall of leaves; southing movement of birds; autumn activities of lawn, garden, farm and orchard; hibernation of animals; topics associated with Thanksgiving and Christmas.

MR. CHARLES AND MISS MANN.

2. HOME SANITATION AND HOUSEHOLD SCIENCE.—Second term, four-year course. Four hours a week.

A series of studies in elementary science dealing chiefly with problems arising in the home. Among such topics may be included:

The kitchen: sink; vent, disposal of waste, smoke and gases.

The cellar: drainage, sewerage, deodorizers; the cold room.

The cistern: care of rain water; drinking water; ice water; the refrigerator; filters.

Essentials of diet: foodstuffs; mode of cooking; food adulteration; pure food laws.

The making of vinegar.

Poisons; accidents; emergencies.

The thermometer; expansion by heat; graduation of tube; uses.

The fire place: combustion, convection, ways in which heat travels.

Fuel efficiency: wood, coal, coal gas, gasoline, alcohol, electricity.

The furnace: heating by hot air, steam, hot water; dangers from fire.

The floor: carpets, hard wood; dangers from dust.

## *Catalogue and Course of Study.*

Chemistry of cleaning: solvents for grease, paints, etc.; removal of dust; manufacture and use of soap.

Household pests: mouse, rat, fly, mosquito, cockroach, bed bug, clothes moths, spider, English sparrow, moulds, bacteria.

The sick room: contagion; disinfectants.

House plants: the window garden; "flats"; the hot bed.

Forms of lighting: candle, oil lamp, gas, gasoline, electricity; meters.

The door bell: the telephone; the lightning rod.

The lever and its uses.

MR. CHARLES AND MISS MANN.

3. **ELEMENTARY AGRICULTURE AND HORTICULTURE.**—Third term, four-year course. Four hours a week. For graduates of rural schools.

Some of the following topics will be considered:

How to plan the home grounds. Choice of vegetables, flowers, shrubs and trees; where to buy.

Early sowing: the flat, cold frame and the hot bed; preparation of the soil; seed testing.

Soil moisture: experimental study of the behavior of different soils toward water; capillarity: retention; mulches.

Propagation by cuttings; grafting; budding; pruning; transplanting.

The relation of the school garden and the home garden. Factors influencing the growth of seedlings; tropisms; food solutions; experimental study of fertilizers.

Insect and fungous enemies; spraying.

Weeds: identification; characteristics; uses; means of combating.

Making and care of the lawn: soil, seeding, rolling, fertilizing, watering, mowing; flowers, shrubs, trees, weeds, insects, attraction of birds.

The feeding of animals.

MR. CHARLES AND MISS MANN.

4. **METEOROLOGY.**—Second term, three-year course. Five hours a week.

A course in elementary science, with special reference to weather phenomena. Recording of local data; physics and chemistry of the atmosphere; forecasting; weather study in the grades.

MR. WHITTEN.

5. **NATURE STUDY.**—Third term, three-year course. Four hours a week.

Identification and study of birds during migrating and nesting season. Birds as fitted to mode of life. Bird calendar.

## *The Northern Illinois State Normal School.*

Gardening. Garden calendar. Insect pests. Weeds.

The Pond as an ecological group.

The school "Zoo"; wild and domesticated animals. Children's pets.

MR. CHARLES AND MISS MANN.

6. ZOOLOGY.—First term, two-year course, and fourth term, three-year course. Four hours a week.

Biological study runs through the entire year, the work of the three terms being unified so far as possible. For a complete biological survey it is desirable, therefore, to enter the class at the beginning of the fall term.

The fall term will be devoted, in the main, to the subject-matter and method of Zoology; the winter term, to Human Anatomy, Physiology and Hygiene; the spring, to Botany; but leaf-fall cannot well be studied in the springtime, nor bird nesting in the fall, and this formal division is modified to allow for topics suggested by the seasonal changes.

It is believed that nature study can best be taught by those who through thorough preparation, have attained a comprehensive view of the biological field. Today, even to the kindergarten teacher, a broad scientific foundation is essential; hence the organization of these courses on a scientific, rather than a nature study, basis.

It is desired that the student shall obtain from this course an increased ability to observe, to interpret and to express. To do this it is necessary from the start that he avoid all bookishness, establishing himself upon his own resources, and cultivating a true scientific spirit and method of original investigation. Original notes and drawings of material studied are essential to this end.

Text-book, lecture and laboratory methods are combined; frequently, field excursions are substituted for laboratory work, the extensive campus offering very unusual advantages for the study of varied forms of terrestrial and aquatic life. Outdoor observations in the form of nature calendars are recorded throughout the entire year.

Field and laboratory study of insects. The struggle for existence and its outcome. Principles of classification.

The compound microscope; cell structure; studies of microscopic forms; Protozoans, Sponges and Coelenterates.

Starfish, earthworm, crayfish and mussel, and their allies.

The perch, as a vertebrate type; goldfish, as a nature study type.

MR. CHARLES AND MISS MANN.

7. HUMAN PHYSIOLOGY.—Second term, two-year course, and fifth term, three-year course. Four hours a week.

1. Vertebrate studies, as types and as a basis for human anatomy and physiology. Frog; turtle; bird (as fitted to mode of life); cat.

2. Human Anatomy, Physiology and Hygiene.

MR. CHARLES AND MISS MANN.



8. BOTANY.—Third term, two-year course, and sixth term, three-year course. Four hours a week.

Botanical studies are foremost, but not exclusive, during this term. A brief survey is made of the vegetable kingdom, proceeding, so far as possible, from the simpler forms to the more complex and highly organized. Spring-time observations of animal forms, bird migration, pond life, etc., are made as the season demands, and full nature notes, bird, tree and flower calendars, are recorded and preserved from year to year. A formal herbarium is not required,—we are more interested in the living plant than in the dead one,—but representatives of a few prominent groups of flowering plants are studied. Optional morning excursions furnish added opportunities for bird study and acquaintanceship with plant and animal habits.

Identification and study of trees in their winter habit.

Spring migration of birds.

Algae and fungi. Mosses. Ferns.

Gymnosperms and Angiosperms.

Experimental studies with seedlings; plant physiology.

Plant societies.

The great economic plant families.

MR. CHARLES AND MR. WHITTEN.

9. PHYSICS.—Fourth term, two-year course, and seventh term, three-year course. Five hours a week.

The purpose of this course is to arouse the student to a recognition, in his everyday environment, of problems involving the elements of physical science, and to equip him to employ the same successfully as subject matter for teaching. It is assumed that the pupil has already taken a high school course in Physics, or its equivalent.

The following are suggested as topics which may be employed:

The common stove.

The bonfire; currents of air; weight of gas; expansion by heat.

Density of gases; law of Charles.

Combustion; composition of the atmosphere; conservation of matter.

Conduction, radiation, convection.

Heating by hot air, steam and hot water.

The boiler room.

Method of consuming smoke.

Construction of a boiler,—to show increased heating surface, use of draft, water pipes, etc.

Boiling; temperatures; latent heat of vaporization; latent heat of fusion; gas pressure; mechanics of fluids; Boyle's law.

Condensation; dew; crystallization.

Pumps of various kinds.



*The Northern Illinois State Normal School.*

The stationary engine.

Construction of cylinder.

Forces; machines; motion.

Law of conservation of energy.

The locomotive engine; accelerated motion.

The clock—

The pendulum.

Gravitation; laws of falling bodies.

The violin—

Nature and laws of sound.

The electric bell—

Electro-magnet and simple magnets.

The telegraph and other electric instruments.

Batteries.

The candle—

Combustion: capillarity, nature and laws of light; shadows.

Last three weeks given to review and organization of subject matter in text-book form.

MR. WHITTEN.

7. CHEMISTRY—Eighth term, three-year course. Five hours a week.

A study of the more important elements and their compounds.

Inductive development of chemical laws.

Chemistry of familiar things.

MR. WHITTEN.

ELECTIVES.

(All electives are five hours a week.)

8. CHEMISTRY.—Winter term, senior year. Elective where not required.

MR. WHITTEN.

9. ELEMENTS OF AGRICULTURE AND HORTICULTURE.—Spring term, senior year,

Chemistry is a prerequisite.

MR. CHARLES AND MISS MANN.

10. ADVANCED PHYSICS.—Winter term, senior year. Continuation of course 6. Mr. Whitten.

11. ADVANCED CHEMISTRY.—Spring term, senior year. Continuation of Course 7. Mr. Whitten.

12. ADVANCED NATURE STUDY AND AGRICULTURE.—Senior year.

## *Catalogue and Course of Study.*

A consideration of the work in Nature Study and Elementary Science throughout the grades during the fall, winter and spring terms. Field excursions; choice of subject matter; collection, preservation and study of material; intensive treatment of a few topics appropriate to season; a course of nature study for the grades; the literature of nature study; values and aims; relations to other subjects; observation and discussion of lessons in the grades. This work will be helpful not only to grade teachers, but also to prospective teachers of High School Science.

MR. CHARLES.

### MATHEMATICS.

MR. PARSON; MISS PARMELEE, ASSISTANT.

I. ARITHMETIC.—First term, four-year course. Four hours a week. For graduates of rural schools.

1. Rigorous work in Mental Arithmetic to test ability and attainment of pupils.

2. Written arithmetic, involving fractions (common and decimal) and applications in measurements and the topics in percentage.

3. Square root and mensuration.

II. CONSTRUCTIVE GEOMETRY.—Second term, four-year course. Four hours a week. For graduates of rural schools.

1. The basis of the course will be construction, drawing and modeling of the common geometric forms.

2. Development of formulas for determining the areas of surfaces and the volumes of solids. Many practical problems.

III. ELEMENTARY ALGEBRA.—Third term, four-year course. Four hours a week. For graduates of rural schools.

1. Relation of arithmetic to algebra.

2. The symbolism of algebra.

3. Explanation of negative number.

4. A study of simple equations.

5. The fundamental operations.

IV. ARITHMETIC.—First term, two-year course. Four hours a week.

The primary aim in the course in arithmetic is to fit the students to teach the subject most effectively to children. Arithmetical processes are examined as to meaning and logical relations. Classes of children from the Training School are taught before the students to illustrate and to test the theory of how children learn number, by observing them in the process of learning.

From the point of view of how to teach them, the four fundamental operations are critically examined, compared and grouped so as to

## *The Northern Illinois State Normal School.*

discover their unity. Fractions are studied as an outgrowth of division with integers. Decimal fractions are considered as a special case of "common fractions" and also as an extension of the decimal system. The latter half of the term is given to applied arithmetic as follows:

### 1. DENOMINATE NUMBERS:

#### 1. Measurements of

##### a. Space.

##### 1. Length.

##### 2. Surface.

##### 3. Volume.

##### b. Time.

##### 1. Relation to longitude.

##### c. Force.

##### 1. Weight.

##### 2. Heat.

##### d. Value.

##### 1. United States money.

### 2. PERCENTAGE:

#### I. The three fundamental problems.

#### II. Applications.

##### a. Discounts

##### d. Stocks and bonds.

##### b. Loss and gain.

##### e. Interest.

##### c. Commission.

### MENSURATION:

#### I. Plane figures.

#### II. Solids.

Special emphasis is laid on the construction side of the subject.

### TEXT BOOK: COOK AND CROPSEY.

V. ARITHMETIC.—First and second terms, three-year course. Four hours a week.

Note the general statement for the arithmetic of the two-year course. While the aim is the same for the two courses, the three-year course gives more time for the examination in detail of the difficulties encountered in the subject, and also more practice in the solution of problems.

## FIRST TERM.

### 1. Relation of number to measurement.

### 2. The expression of number.

### 3. Number operations. Decimal system.

#### 1. Integers.

##### a. Counting as a foundation.

##### b. A comparison of the fundamental operations.

- c. A careful study of the difficulties in learning these operations.
- d. Making graded problems.
- 2. Fractions (common).
  - a. As equal parts of a whole.
  - b. As expression of ratio.
  - c. Principles and their application.
  - d. Peculiar difficulties in multiplication and division.
- 3. (Fractions decimal).
  - a. Comparison with common fractions.
  - b. Relation to the decimal system.

## SECOND TERM.

Applied arithmetic. (See outline in two-year course).

TEXT: COOK AND CROSEY.

VI. ALGEBRA.—Fifth term, two year course. Five hours a week.

The work of this course is a thorough review and intensive study of the more difficult topics of the elementary algebra. To enter this course the student should have had a year or more of algebra in a good high school. This preparation makes it possible to make a somewhat exhaustive study of such topics as arithmetic and algebra compared, the algebraic series of numbers, the double meaning of the signs plus and minus, the commutative, distributive, and associative laws, the theory of divisions, etc. The aim is to make rational the processes which hitherto may have been largely mechanical. Rigid demonstration is required throughout. The latter half of the term is devoted to such topics as, the theory of exponents, quadratics, progressions, variables and limits, and series.

TEXT: BEMAN AND SMITH'S ACADEMIC ALGEBRA.

7. ALGEBRA.—Third and fourth terms, three-year course. Four and five hours a week.

This course is intended for students who have had but limited training in algebra. It covers two terms. The attempt is made to make a natural transition from arithmetic to algebra in respect to notation, principles, fundamental operations, and processes of solution of problems. Every effort is made to prevent the student from conceiving the algebraic operations as simply clever tricks. He is early taught to make sharp distinction between illustration and demonstration of mathematical truth, and is thus led into an appreciation of the exactness and rigor of the science.

## *The Northern Illinois State Normal School.*

TEXT: BEMAN AND SMITH'S ELEMENTS OF ALGEBRA.

8. GEOMETRY.—Sixth term, two year course. Four hours a week.

This course extends over one term of twelve weeks and includes plane and solid geometry. The course treats the subject topically. As considerable written work in original demonstrations is required, attention is paid to important methods of attacking a proposition. Students are required to make models of the figures discussed in solid geometry and to make plane drawings of the models. Attention is given to methods of teaching elementary geometry in the grades. To enter this course students must have had at least one year of high school work in the subject.

TEXT: SANDERS'S PLANE AND SOLID GEOMETRY.

9. GEOMETRY.—Fifth and Sixth terms, three-year course. Four hours a week.

This course extends over two terms of twelve weeks each and includes plane and solid geometry. It is arranged for students who have had less than a year of work in the subject. The course follows in the main the method presented in the outline of the two-year course, but the additional time permits a more thorough and exhaustive study. It aims to secure logical thinking and clear and accurate expression.

TEXT: SANDERS'S GEOMETRY.

## LANGUAGE.

MISS WHITMAN AND MR. KELLOGG.

1. ENGLISH GRAMMAR.—Third term, two-year course. Four hours a week.

Since language is the expression of thought, the first essential of the study of Language is an understanding of the nature of thought. As the thought is the unit of mental activity, so the sentence is the unit of verbal expression. Two things, then, are of fundamental importance: first, that the sentence be regarded always as the expression of a thought; second, that the thought and its expression be kept distinct.

The following outline gives rather the result aimed at than the process of attaining it. Before work on the subject as outlined can be begun the student must have acquired the ability to image readily and accurately. He must have become sensitive to the fact that the sole purpose of language is to express the thought of the speaker, and unless the language that he studies yield up this thought to him either the language is not worthy of the investigation or he is not yet

prepared to examine it. Throughout the course these facts are made the basis of study, each individual topic being worked out through the thought expressed.

Much attention is given to methods of presentation, by actual work with the children in the Training School, and to the examination of available text-books for the grades.

The work in English grammar is largely inductive. Both literary English and our own every-day speech furnish material for study. First, the passages chosen are considered with a view to discovering the principles of sentence structure and the properties of words, by virtue of which they are capable of filling their various offices in the sentence; second, original statements of the principles discovered are made. The student also forms his own definitions of technical terms used. The text-books serve chiefly for reference and corroboration of the student's own discoveries.

The outline of work for the two-year course follows;

- I. The Sentence; its larger divisions and their relations.
  1. Universal form of sentence as governed by the nature of thought:
    - (a) Subject. (b) Predicate.
  2. Sentences classified on basis of purpose of speaker:
    - (a) Declarative. (b) Interrogative. (c) Imperative. (d) Sentences that do not correspond in form and purpose. (e) Punctuation of a, b, c, d.
  3. Sentences classified on the basis of the number of thoughts expressed:
    - (a) Single.
    - (b) Compound.
    - (c) Contracted compound sentence compared with single sentence with compound element.
    - (d) Punctuation of (a) and (b).
  4. Simple analysis of the two essential elements of a sentence
    - (a) Principal word of each element.
    - (b) Modifiers of each principal word, classified as words, phrases, clauses.
    - (c) Punctuation of modifiers.
- II. The material of which the sentence is composed, classified on basis of kind of idea expressed.
  1. Substantive words:
    - (a) Noun (including verbal noun).
    - (b) Pronoun.
  2. Attribute words:
    - (a) Adjective (including verbal adjective).
    - (b) Attribute verb.
    - (c) Adverb.



## *The Northern Illinois State Normal School.*

### 3. Connective words:

- (a) Prepositions.
- (b) Conjunctions.
- (c) Copula.

### 4. Words not grammatically connected with rest of sentence:

- (a) Interjection, and punctuation of same.
- (b) Expletive.

## III. The intensive study of the parts of speech and their substitutes:

- 1. Properties.
- 2. Inflections.

During the entire course the emphasis is laid on the analysis of the sentence, and all intensive study is made to be a means to the full interpretation of the sentence in its essential form.

### 2. ENGLISH GRAMMAR.—First and second terms, three-year course. Four hours a week.

The work in English Grammar for three-year course covers the same ground as that for the two-year course; however, since two terms are devoted to it by the three-year pupils, a more detailed study of each topic is possible. The thought must be seen back of the sentence before this is possible.

Much attention is given to method of presentation in the grades through discussion in the class-room and actual work with the children of the Training School. An important feature of the work is the examination of text-books in grammar, both for the purpose of acquiring skill in interpreting authors and to judge of the merits of the books for use in the grades.

It will be observed that Latin is offered as an elective in the three-year course. The object in this is both to introduce a culture study and to offer opportunity for further strengthening in English. The advantage of the study of an inflected language, such as Latin, is two-fold: first, one gains an insight into grammatical relations that can scarcely be attained from any other source; second, it not only offers opportunity for, but demands fine distinctions both in thought and expression. For outline see the statement of course in Latin.

For outline of work in English Grammar for three-year course see outline for two-year course.

### 3. LATIN.—First year, four-year course. Five hours a week.

First term—Study of inflectional forms and simpler constructions, with constant drill in vocabulary and comparison of Latin and English modes of expression. Careful attention is given to quantity of vowels.

## *Catalogue and Course of Study.*

Second Term.—Further study of forms and constructions, and reading of easy Latin. Reading of Latin aloud intelligently. Simple prose composition.

Third Term.—Cæsar's Commentaries, book I, chapters I—III; book II, chapters I—XXVIII. Smooth, idiomatic English and a knowledge of the subject matter are the chief aims. Constructions are kept before the student, but chiefly as aid to interpretation. Relation of clauses and phrases carefully noted.

### SECOND YEAR.

First Term.—Five hours a week. Cæsar, remainder of book II and book I. Careful study of Syntax, Prose Composition.

Second Term.—Five hours a week. Cæsar, books III and IV or selections from other books. Prose Composition.

Third Term.—Five hours a week. Cicero, Orations against Catiline I—IV. Prose composition and study of historical setting, argumentation and literary style.

### THIRD YEAR.

First Term.—Five hours a week. Cicero, The Oration for Archias and Manilian Law, Prose Composition.

Second Term.—Five hours a week. Vergil's Aeneid, books I—III. Much attention paid to narrative, mythology and scansion. Prose Composition.

Third Term.—Five hours a week. Vergil's Aeneid, books IV—VI. Prose Composition.

### FOURTH YEAR.

First Term.—Five hours a week. Cicero de Senectute and de Amicitia. Careful review of Syntax.

Second Term.—Five hours a week. Livy, book XXI. Prose Composition.

Third Term.—Five hours a week. Livy, book XXII. Prose Composition.

4. GERMAN.—First Term. Third Year. Five hours a week.

Elementary German. Study of principles of German grammar with much practice in pronunciation, reading and speaking. As a text some grammar, such as Thomas' or a beginning book as Vos' Essentials of German is used. As soon as practicable Glück Auf is begun and carried on with the grammar work.

Second and Third Term.—5 hours a week. Completion of Grammar or beginning book and Glück Auf. Reading of two or three easy texts taken from the following: Schokke's "Der Zerbrochene Krug," "Immense," "L'Arrabbiata," "Höher als die Kirche," "In St. Jür-

## *The Northern Illinois State Normal School.*

gen." In using these the work is divided between covering the lesson by translation and the question and answer method. Frequently easy German from other books is read, and the class is required to reproduce it either orally or in writing. Prose once a week is based on the text read.

### FOURTH YEAR (Five hours a week).

First Term.—Reading one of Riehl's Novellen, or Manley and Allen's "Four German Comedies." This is followed either by "Wilhelm Tell" or "Die Jungfrau von Orleans," or Maria Stuart.

Second Term.—Herrmann und Dorothea.

Third Term.—Nathan de Weise or Minna von Barnhelm and Selections from German Poetry.

In this year the same method is followed as in the second and third term of the first year, and, in addition, the student is frequently asked to give an outline in German of an act or scene in review. A certain amount of prose work is done.

5. GREEK—Third and fourth year, four-year course. Five hours a week.

### THIRD YEAR.

First Term.—Study of forms and constructions with rapid oral translation of short sentences from Greek to English, and vice versa.

Second Term—Further study of forms and syntax, and reading of a portion of the first book of Xenophon's Anabasis; reading of Greek aloud, both before and after translation.

Third Term.—Completion of first book of Anabasis; with special attention paid to prose composition.

### FOURTH YEAR.

First Term.—Second and third book of the Anabasis; continued work in prose.

Second Term.—Fourth book of the Anabasis and selections from the Hellenica. Prose Composition.

A term's work in comparative etymology may be substituted.

Third Term.—Homer's Iliad, books I-III, omitting the catalogue of ships. Study of Ionic dialect; scansion; collateral reading in English.

ELECTIVE.—A course in comparative etymology and syntax is offered each winter term as an option with the work of the same term in fourth year Latin or Greek, or German of the second year. It may be substituted for only one of these three branches.

### READING AND ORATORY.

MISS FARLEY.

It is the aim throughout the reading course to enable the pupil

to grasp the full mental content of the printed page; to make careful discrimination; to cultivate the imaginative power; to control and direct the emotional nature; to appreciate the finer spirit of literature, and to express this appreciation with simplicity and naturalness.

The work in Reading may be outlined under the following headings.

1. Voice Culture. 2. Bodily Expression. 3. Reading and Dramatic Work.

COURSE I.—READING.—Second term, two-year course. Four hours a week.

1. VOICE CULTURE.

Through the realization of the relation of voice to mind, as well as through the vocal interpretation of Literature, it is the aim to eradicate defects, such as indistinct articulation and undesirable vocal qualities; to bring out the latent power and beauty of the voice, and to develop such resonance, flexibility and sympathy as will make the voice a fit medium for the expression of thought.

2. BODILY EXPRESSION.

In order to render the body more responsive to thought and feeling, the following are sought for: Power of relaxation and appreciation of rhythm in movement, elimination of self-consciousness and the establishment of repose, control, and freedom; attainment of grace and dignity of bearing.

3. READING AND DRAMATIC WORK.

It is the purpose in Reading to develop careful thought-analysis; perception of sense-relation; power of imagination; realization of the mental attitude of reader as revealed by form of expression; emotional power. In order to accomplish this purpose the work must be carefully graded according to the pupil's natural development. Material is used from Dickens, Matthew Arnold, Browning and others.

During a part of the term a Shakespearean play is read with special reference to: (a) the interpretation of difficult passages, (b) character study, (c) plot, (d) presentation of principal scenes with personation of characters.

COURSE II.—READING—First term, three-year course. Five hours a week.

The work in this course is somewhat the same as that of the two-year course, although less condensed. Analysis and method work in some of the upper grade classics will be given, also a Shakespearean play.

COURSE III.—READING—First term, four-year course for graduates of country schools. Four hours a week.

## *The Northern Illinois State Normal School.*

This course will include: voice training, the establishing of correct habits of speech, the development of bodily freedom and clear thinking. A careful preparation will be made for the second term's work, which will be that of the three-year course.

COURSE IV—PUBLIC SPEAKING—Elective. Five hours a week.

COURSE V—ADVANCED READING—Elective. Five hours a week.

### DRAWING.

MISS LIVINGSTON.

Four-year course for graduates of country schools. Two hours a weeks.

#### FIRST YEAR.

The aim should be to train the eye to see form correctly and the hand to express it freely. Correlate the drawing with other subjects wherever it seems advantageous.

First Term:

NATURE—Grasses, flowers, fruits, vegetables, using charcoal or pencil to express outline, and crayon to express mass.

PRINTING—For labeling drawing, etc.

Elementary decorative design for work in manual training.

Four lessons a week in which four pictures by Millet are studied, with Perry pictures of same in the hands of the students.

Second Term:

OBJECT DRAWINGS—Cylindric objects such as jars, jugs, kitchen utensils, etc. Much memory work or work in visualization.

Cardboard construction based on arithmetic work.

Four pictures of the Italian school.

Third Term:

NATURE—Flowers, sprays of leaves, etc.; trees with and without foliage.

Landscape with trees.

Four pictures of Landseer or some other animal painter.

Draw trees, beginning with the bare trees and following through the development of foliage.

Landscape with trees.

Printing exercises continued.

Four lessons in picture study,—four pictures by Landseer or some other animal painter.

TWO-YEAR COURSE. (Two hours a week).

First Term:

1. Plant life: sprays of leaves, fruits, seeds, pods, etc.



## *Catalogue and Course of Study.*

Mediums: pencil and color.

2. Aspects of nature; sky, land, water.

Mediums: pencil and color.

3. Composition: pictorial, decorative, constructive, applied design.

### Second Term:

1. Perspective: developing the principles of foreshortening and convergence.
2. Blackboard sketching, correlated with literature, history, geography, etc.
3. Construction: pattern-making, plans and elevations, working drawings.

### Third Term:

1. History of art— Egyptian, Greek, Roman, Renaissance, illustrated by stereopticon.
2. Figure pose and animals.
3. Landscape in color.

THREE-YEAR COURSE. (Two hours a week).

### First Term:

1. Plant life; pods, leaves, seeds, etc.  
Mediums; pencil and color.
2. Landscapes in pencil and color.  
Values of color and shade expressed in pencil and color.
3. Composition—pictorial, decorative, constructive, applied design.

### Second Term:

1. Composition continued.
2. Perspective: developing the principles of foreshortening and convergence.

### Third Term:

1. Construction: pattern-making, plans and elevations, working drawings.
2. Out-door perspective with pencil, expressing color and shade.

### Fourth Term:

1. Review plant life in color.
2. Review pictorial and decorative composition; the first in out-door sketching, the second in applied design.

### Fifth Term:

1. Blackboard sketching.
2. History of art— Egyptian, Greek, Roman, Renaissance, Modern (with stereopticon).

### Sixth Term:

1. Figure pose.
2. Review perspective.
3. Elementary methods in drawing.



## GEOGRAPHY AND GEOLOGY.

MISS WELLER.

### Aims:

1. To give the student the true notion of geography, as a study of the earth in its relation to life.
2. To present geographic material in an organized form.
3. To show that this organization is based upon the principle of the dependence of human institutions upon the physical condition of the earth, its surface, topography, and constitution.
4. To present the principles that govern the selection and arrangement of material for the grades.

COURSE I.—GEOGRAPHY.—Two-year course, first term.  
Four hours a week.

1. The earth as a whole, shape and size; spheres; distribution of land and water; motions and their effects; motions of air and water; the relation of all to life upon the earth.

2. Home geography; a brief study of the common physiographic features and their relation to life; a study of local industries; the beginning of map drawing; sand modeling; field excursions.

3. Selected type studies suitable for fourth and fifth grade work types selected from North America.

4. Selected type studies suitable for sixth and seventh grades, topics selected from other continents. Especial emphasis is placed upon comparisons between Europe and North America.

5. A study of helpful devices, such as illustrative drawing; chalk modeling; pictures; maps; modeling in sand, putty, paper pulp, salt and flour paste, and other materials.

The department is well equipped with library reference material. No text is used but each student is required to purchase a copy of Tarr and McMurry's Complete Geography in order to become familiar with handling the book in the grades.

COURSE II.—GEOGRAPHY.—Three year course, second term. Four hours a week.

### First term:

1. The earth as a whole; shape and size; spheres; distribution of land and water; motions and their effects; movement of air and water.

2. Home geography. Especial attention is given to this, and excursions are made the basis of the work. Actual things and processes are observed, studied and discussed. Physical features, local industries and government furnish the topics. There is a beginning of map drawing, and sand modeling is introduced.

3. Especial attention is given to the study of the United States and North America, by physiographic and industrial regions, showing the inner relations of these regions. Considerable time is given to

outline blackboard drawings and the development of speed and accuracy in doing this work, also to pencil drawings and chalk modeling.

4. A study of geographic material suitable for grades below the sixth.

**COURSE III.—GEOGRAPHY.**—Third term, three-year course. Four hours a week.

1. A detailed topical study of Europe; comparisons with North America.

2. Selected types from Asia, Africa, Australia and South America.

3. The selection and arrangement of material are discussed. The results of this discussion appear in a carefully prepared lesson plan. The execution of the plan in class shows its merits and defects.

4. Relief maps are constructed of paper pulp, salt and flour, plaster of Paris.

5. Drawing of outline and relief maps and of pictures continues throughout the course.

6. The collection and care of pictures is discussed. The collection of material illustrating the industrial interests of the country is encouraged, and all such material is added to the collection which is being organized for the department and for use in the Training School. Much use is made of the reference material, the magazines, and the daily papers in the library.

**COURSE IV.—GEOGRAPHY.**—Four-year course for graduates of country schools. Second term.

1. Review of geography by physiographic, climatic, and industrial regions. Commerce—conditions controlling it, transportation, communication.

**COURSE V.—PHYSICAL GEOGRAPHY.**—Ninth term, three-year course. Five hours a week.

**Aim:**—The work of this course is to supplement the student's work in geography. The relation and relative value of the chief factors involved in the dependence of man and all life upon physical environment will be emphasized. In connection with each topic, the life side, in its practical significance, is made much of. The study also becomes an aid to general culture.

#### ORDER OF TOPICS.

The Lithosphere.

1. Relief features of the first and second orders. Subordinate Topographic Features.

2. Work of the atmosphere.

3. Work of ground-water.

*The Northern Illinois State Normal School.*

4. Work of running water.
5. Work of snow and ice.
6. Lakes and shores.
7. Vulcanism.
8. Crustal movements.

9. Origin and history of physiographic features. Text, Salisbury's *Physiography*. Advanced Course. The text book work is supplemented by field texts and a selected list of topographic maps.

COURSE VI—GEOLOGY—Elective in the senior year.  
One term, twelve weeks. Five hours a week.

MUSIC.

MISS HUFF.

Two hours a week through the first year.

1. Study of the adult voice.
2. Study of the child voice.
3. History and theory of music preparatory to sight reading.
4. Sight reading.
5. Song singing.
6. Part songs.
7. Classic songs.
8. Songs and Solos.
9. Illustrated class lessons.

LITERATURE, RHETORIC, AND COMPOSITION.

MISS SIMONSON.

COURSE I.—THE FORMS OF LITERATURE.—Fourth term, two-year course. Four hours a week.

This is a study of the forms of literature exclusive of the drama. It includes a study of

1. Ballad literature as illustrated in Armes's collection of Old English Ballads.
2. The characteristics of epic literature, especially as found in Arnold's *Sohrab and Rustum*.
3. The forms of lyrical verse, with use of Palgrave's *Golden Treasury of Songs and Lyrics*, and Browning's *Dramatic Lyrics*.
4. The Essay, through a reading of Lamb's *Essays*.
5. The Short Story.
6. The novel or the romance, with study of Stevenson's *Treasure Island* or some other work of fiction.

COURSE II—ENGLISH POETRY—Fifth term, three-year course. Five hours a week.

A brief survey of the history and development of English poetry

through library reference work and through study of selections that illustrate literary movements and otherwise have poetic worth: These selections are made mostly from the Ballads, Chaucer, Shakespeare, Milton, Pope, Wordsworth, Coleridge, Keats, Shelley, Tennyson, and Browning.

**COURSE III.—AMERICAN LITERATURE.**—Sixth term, three-year course. Five hours a week.

A study of the growth of American poetry and of the development of the American short story. This includes a survey of early colonial literature, a study of representative selections from the verse of Bryant, Poe, Longfellow, Whittier, Lowell, Whitman, and Lanier, and of the short stories of Irving, Hawthorne, Poe, Bret Harte, and other writers. Page's *The Chief American Poets* and Baldwin's *American Short Stories* are used as texts.

**COURSE IV.—INTRODUCTORY COURSE IN LITERATURE.**—Third term, four-year course for graduates of country schools. Four hours a week.

A course based mainly on a study of the selections from literature found in Lewis's *An Introduction to the Study of Literature*.

**COURSE V.—THE SHAKESPEAREAN DRAMA.**—Elective.

**COURSE VI.—THE POETRY OF TENNYSON AND BROWNING.**—Elective.

**COURSE VII.—LITERATURE FOR CHILDREN.**—Elective.

A survey of the type of literature for children; as, child verse, the fairy story, the myth and fable and animal story, the Bible story, ballad literature, the more developed literature of heroism and adventure, and poems of nature. This course attempts a cultural study only and looks at the material from this standpoint, not from the standpoint of its presentation in the school-room.

**COURSE VIII.—RHETORIC.**—Seventh term, three-year course.

The work of this course consists largely in the writings of exercises and larger weekly themes and in the frequent oral presentation of thought before the class, in connection with a study of the principles of compositions that concern the different forms of discourse, the whole composition, the paragraph, the sentence, and the use of words.

**COURSE IX.—ENGLISH**—Second term, four hours a week, in four-year course for graduates of country school.

The purpose of this course is to develop freedom of expression and to gain certain correctness in the simpler forms of writing.

## *The Northern Illinois State Normal School.*

It includes a study of paragraphing, sentence structure, punctuation, letter writing, and the use of words, in connection with a text and frequent written exercises and work in oral composition.

**COURSES IN THEMES.**—One hour a week.

1. Three terms, two-year course.
2. Five terms, three-year course.
3. Seven terms, four-year course.

A written or oral composition is required each week, the compositions developing progressively topics in description, narration, exposition and argumentation. The work of the last term is the preparation of a longer paper on some educational subject.

## PHYSICAL TRAINING.

MISS FOSTER.

### AIM:

1. To develop and train the body, by means of properly chosen physical exercises, as an aid to the best mental and moral advancement of the individual.

2. To gain self-control and self-reliance from the ability to perform certain physical acts (apparatus work) which will give a consciousness of self, excluding the possibility of self-consciousness.

3. To become familiar with the different kinds of physical exercises, that better preparation may be had for teaching children.

4. To realize that exercises, to be beneficial, must comply with certain hygienic laws and must take physiological and psychological effects into consideration.

5. To gain the ability to observe individual pupils and detect their physical defects; also what corrective exercises to apply in such cases.

6. To appreciate the necessity for progression from exercise to exercise in the same lesson, and from one lesson to the following one.

7. To gain knowledge of the proper duration and speed of different movements and be able to so govern a class by the use of the voice that the movements shall be performed correctly.

8. To understand the manner in which a lesson should be conducted and what results should be expected; to realize that a lesson in which there is a minimum mental activity fails in its educational value.

**COURSE I.**—First term two-year course and three-year course. Two hours a week.

**COURSE I.**—FALL TERM.

1. Elementary Swedish gymnastics.



## *Catalogue and Course of Study.*

- a. The mastery of gymnastic names of different positions of feet arms and body and the manner of their combination to form exercise.
- b. The ability to perform these positions and exercises correctly.
- c. The use of the voice as expressive of speed and duration of movement.
- d. The lesson for the school room—what it should contain and how to teach it.
- e. The detection of personal physical defects and suggestive corrective exercises.

COURSE II.—Second term two-year course and three-year course. Two hours a week in the gymnasium.

1. Advanced Swedish gymnastics.
2. Apparatus work.
3. Practice in teaching each other as preparation for actual work with children.
4. Running.
5. Marching.
6. Games.

Believing games to be a great socializing and harmonizing element, as well as a means of physical development and source of recreation in the school room, considerable attention is paid to their classification and application.

Games develop:

- a. mental and physical dexterity.
- b. freedom and grace of movement.
- c. accuracy of aim and direction.
- d. a correct appreciation of distance.
- e. patience, self-control and a consideration for others.
- f. a correlation of eye and hand.

COURSE III.—Third term two-year course and three-year course. Two hours a week in the gymnasium.

1. Exercise with wands, dumb-bells, bean bags and bounding balls.
2. Fancy steps.
3. Fancy marches.
4. Games.
5. Rhythm.

COURSE IV.—BASKET BALL—Elective. Open to any student possessing the physical requirements. Doctor's certificate as to condition of heart and lungs required. Fall and winter terms.



## *The Northern Illinois State Normal School.*

COURSE V.—INDIAN CLUB SWINGING—Elective. Two hours a week. Spring term.

COURSE VI.—SPECIAL METHOD, PRIMARY GRADES—Elective. Five hours a week. Spring term.

N. B. Courses I, II and III are compulsory and necessary for graduation. No credits are given for Courses IV and V. Full credit is given for Course VI.

The gymnasium with a clear floor space of 80 by 75 feet, well ventilated and lighted on two sides by large windows eight feet from the floor, offers splendid facilities for the personal development of the Normal students, and the acquirement of a knowledge of physical exercises for presentation to pupils in the school room.

There is good equipment of new apparatus, and the adjoining bath rooms for spray and shower baths are free to students.

A suitable suit and rubber-soled shoes are necessary in the gymnasium, and those persons not already provided with such attire are advised to procure it after reaching the school, as a greater uniformity of costume may thus be acquired. The cost will be about five dollars.

This department aims to do practical work, developing a well trained body as a support for a well trained mind.

### MANUAL TRAINING.

MR. SMITH.

COURSE I. Four-year course, for graduates of country schools. Two hours a week.

First term.—Shop work in wood.

Second Term.—Pottery.

Third term.—Sheet metal work in brass and copper.

COURSE II. Construction Work. Elective. Ten hours a week.

This course is arranged to prepare students to teach the various forms of construction or industrial work suited to the classroom. Weaving, basketry, pottery, cardboard construction, and sheet metal work in brass and copper will be taken up and their educative value and their relation to other subjects in the curriculum will be considered. Lessons in applied design will continue throughout the course.

COURSE III. Shop Work. Bench Work in Wood and Wood Turning. Elective. Ten hours a week.

The aim of this course is to give a comprehensive view of a course in wood work for the upper grades or first years of high school. Many

projects suited to these grades will be designed and typical ones constructed in the shop.

Lessons in design and mechanical drawing will continue throughout the course.

## OUTLINE OF WORK.

Each of the following forms of hand work aims:

- A. To give experience in a craft which has been of large social significance and has grown to large industrial importance.
- B. To teach important processes of working over materials selected, into useful and artistic forms.
- C. To emphasize the structural basis of design, and the function of design in its application to objects of daily use.
- D. Through the making of things to develop an appreciation of the artistic and intrinsic value of objects used in every day life.
- E. To give the students some understanding of the problems of manual training in the elementary school.

The student selects for execution those problems which involve typical processes of working the material and which are of personal interest or of use in the class room.

## WOODWORK.

The problems in woodwork naturally have a sequence of increasing difficulty, determined by students' knowledge and skill in the use of tools.

Each problem is worked out in the following manner, the purpose being to have the student gain independence in designing projects in wood.

1. The idea. (Illus. Something to set on desk or table to hold books).
2. The conditions. (Size, number and arrangement of books determine general structure).
3. Refinement of structural lines and artistic proportioning of parts.
4. Methods of joining parts.
5. Methods of finishing.
6. Methods of ornamentation.
  - Wood carving.
  - Metal decorations.
7. Tools required and their uses.
8. Application of methods of joining and finishing to furniture construction and housebuilding.

POTTERY.

- I. Processes of working clay into useful and artistic forms.
  - a. Modeling.
  - b. Coiling.
  - c. Throwing—use of potter's wheel.
  - d. Making and use of moulds.
  - e. Methods of decoration.
    - Incising.
    - Modeling.
    - Under glaze painting.
  - f. Firing.
  - g. Glazing.
- II.
  - a. Formation of clay.
  - b. Clay deposits.
  - c. Composition
    - kaolin
    - fire clay
    - pottery and brick clay.
  - d. Preparation for use.
  - e. Chemical changes in firing.
  - f. Composition of glazes—coloring materials.
  - g. Clay industries.
- III. History of Potter's Art.
  - a. Primitive methods of making and decorating.
  - b. Egyptian, Greek and Indian pottery.
  - c. China ware.
  - d. Pottery in Europe during the Middle Ages.
    - Palissy—Lucca della Robbia—Brötcher—Wedgewood.
  - e. Modern Art Pottery.
- IV. Use of Clay in the Grades.
  - a. Suitableness as a material for manual training.
  - b. Experience with material as a basis for study and understanding of clay industries.

BOOKBINDING.

- I. Utilizes materials that are comparatively cheap and easily obtained, and may be used to construct a great many useful and artistic things. Paper, strawboard, tar board and leather.
- II. Problems typical of methods of handling different materials are first worked out.
- III. Simple problems in bookbinding are next worked out.
  - Problems considered:
    - Folio.
    - Post Card book.

Portfolio.      Kodak book.

Boxes.          Blank book.

Note book.

Methods of binding:

Case binding.

Sewing on tapes.

Sewing on cords.

Half leather binding.

#### METAL WORK.

Plan of course involves consideration of,

1. Processes of working sheet metal—brass, copper and silver—into useful and artistic forms.
  - a. Process of forming trays and bowls.
  - b. Annealing.
  - c. Methods of metal construction:
    1. Riveting.
    2. Soldering.
  - d. Methods of decoration.
    1. Punching.

Problems:  
Candle shade.  
Lamp shade.  
Lanterns.
    2. Piercing—use of jeweler's saw.

Problems:  
Desk set.  
Trays.  
Book ends.  
Picture frame.
    3. Repoussé.
      1. Chasing and modeling on wood and pitch block.
      2. Making and tempering tools.
    4. Etching.

Use of acids.
    5. Processes of metal coloring.
2. Thought Material:
  - a. The metal crafts of different countries.
  - b. Uses of sheet metal in industries.
  - c. Manufacturing processes of working metal:

Rolling.  
Stamping.  
Spinning.  
Wire drawing.

## DOMESTIC SCIENCE.

MISS BERRY.

### 1. Foods. Elective. Ten hours a week.

This course covers briefly the following topics:

1. The composition and nutritive value of foods.
2. Their relation to the needs of the body.
3. Fundamental principles and processes of cooking.

The method of studying these topics includes:

1. Experiments designed to lead the student to discover, for himself, to verify or to illustrate certain fundamental principles drawn from the pure sciences, which have direct application to the process of preparing foods.
  2. The application of these principles in cooking.
  3. Discussion of assigned topics from Hutchison, "Food and Dietetics," Thomas, "Practical Dietetics," Halliburton, "Chemical Physiology," Stewart, "Physiology" and Conn, "Bacteria, Yeasts and Molds."
- ### 2. Sewing. Elective. Ten hours a week.
1. Consideration of the course of study in sewing for the elementary school.
  2. Material and models suited to the different grades.
  3. The making of models and simple garments.

## THE TRAINING DEPARTMENT.

NEWELL DARROW GILBERT, A. M., DIRECTOR.

About six hundred children in the public schools of DeKalb constitute the Training School. About two hundred fifty are in the Normal building and the rest are in the Glidden School.

Six teaching credits are required for graduation. The general plan anticipates two terms of teaching, one term as assistant and one term in charge of a room, for one-half of each day. The arrangement is modified somewhat in individual cases. In the city building there is a critic for each room who will thus have the supervision, ordinarily, of from two to four pupil-teachers, since beginners are permitted to assist in the care of rooms. The pupil-teachers are condi-

tioned substantially as they will be in their subsequent teaching, with this difference,—the supervision is closer.

Illustrative exercises with classes of children conducted by critic teachers, heads of departments, and by unusually capable pupils constitute a regular and important feature of the training work.

The following course of study is organized under the direction of the Superintendent of Schools. Much assistance is contributed by individual members of the city teachers and of the Normal School faculty. A large part of this is so interwoven that individual credit cannot be given. It is not invidious to make special mention of the work of Mr. Keith, on Penmanship; of Mr. Hatch, on Geography topics and references; of Miss Patten, on the History outline; of Mr. Parson, on Intentional Geometry; of Mr. Charles, on Nature Study; of Misses Nicholson and Huff, on Music; of Miss Stratford, on Drawing, Miss Foster, on Physical Training, and Miss Whitman, on Grammar.

#### COURSE OF STUDY. THE LANGUAGE GROUP.

The studies of this group—Literature, Reading, Language, Spelling and Writing—hold at once the widest relations with the Course of Study as a whole and the closest among themselves. The aim throughout the course is to recognize this fact and keep the members of the group in immediate association each with the others and in intimate correlation with other studies.

#### LITERATURE.

The place of literature in the course is two-fold; (a) To illuminate and interpret facts of science, geography or history; (b) as an object of study in itself, as a source of refinement and mental quickening.

In the first case, it is to be read or related and not dwelt upon except as portions are now and then memorized. In the second, the teacher and class should linger over it and endeavor to get its deeper meaning and spirit. In the first three grades, this presentation should be mainly by narrative by the teacher, to be narrated in turn by the individual children before the class, and is to be a daily exercise. In the Fourth, Fifth and Sixth Grades this material is to be used in the reading classes and is to be presented with careful thought analysis. In the Seventh and Eighth Grades this work is to be fairly close intensive study of masterpieces with parallel readings and is to alternate with formal grammar.



## *The Northern Illinois State Normal School.*

Apart from material designated here, much that is chosen with reference to special days and events will be presented. Much effort should be given by the classes to memorizing choice selections, especially such as relate to birds and flowers, to seasons and seasonal characteristics and events. Selections used for reading should present many lines, couplets, stanzas, paragraphs; many rare, apt, vigorous words; many phrases and many figures—to be held in memory and often recalled and enjoyed by teacher and class. Definite effort should be made to give these words, phrases, figures, varied appropriate associations, in order to work them into the web of the children's thinking and usage.

The lists given below are by no means exhaustive. They rather present types. Much of the current children's literature finds its way into the school-room.

References:—McMurry (C. A.): *Special Method in Literature*; Scudder: *Literature in Schools*; McMurry, (Mrs. Lida): *Songs of Tree-top and Meadow*; Shute: *Land of Song* (3 vol.).

### FIRST GRADE.

#### Fairy Tales and Folk Stories.

The Old Woman and Her Pig.	The Street Musicians.
Little Red Riding Hood.	Cinderella.
The Three Bears.	

#### Fables, Nature-Parables and Myths:

Lion and Mouse.	Fox and Crow.
Wind and Sun.	The Pea Blossom.
Anxious Leaf.	Little Match Girl.
Persephone.	

References:—Lida McMurry: *Classic stories*; Flora J. Cook: *Myths*. Andersen: *Fairy Tales*.

### SECOND GRADE.

Hiawatha or Robinson Crusoe.	Arachne.
Phaeton.	Hermes.
Selections from Jane Andrews's	Seven Little Sisters.
Robin legends.	Moon legends.
Woodpecker (legend).	

References:—McMurry and Husted's *Robinson Crusoe*; Cooke's *Myths*; Whittier's poems.

### THIRD GRADE.

Midas.	Rhoecus.
Baucis and Philemon.	Old Testament Stories.
Robin Hood Stories.	King of the Golden River.
Perseus.	

References:—Hawthorne's *Wonder Books*; *Old Testament Stories*; Baldwin's *Stories of the Chosen People*; Lowell's *Poem*, *Rhoecus*; Hale: *Age of Fable*; Gayley: *Mythology*; Pyle: *Adventures of Robin Hood*.

In the succeeding grades the Literature will be presented by means of reading. See the work designated under head of "Reading" for these several grades.

## READING.

Note:—Reading is the most wide-reaching acquisition made by the child in school. No agency is capable of becoming so effective under wise teaching for at once disciplining and informing the pupil's mind. No study, then, deserves more careful consideration or demands more carefully elaborated plans than this. For in actuality no other study more widely and effectively conduces to bad mental habits.

It must begin and at every point proceed on the basis of vigorous, genuine thinking on the part of the child, and the life of such thinking is constant, clear, vivid, imaging—the reality and character of which the teacher should unfailingly put to the proof in some way—drawing, construction, dramatization, or equivalent forms of expression.

These remarks lead to the following suggestions:

1. The reading must be chosen with wise discrimination, as to its adaptation to the children's intelligence, taste and effort, in thought, in spirit, in phraseology.

2. Close alliance must be kept of the reading matter to the children's active interests—other studies, seasonal changes, attractive elements of environment, of experiences, etc.

3. The material chosen for the reading hour should characteristically be from the "literature of power"—writings that by reason of their purity, beauty and spiritual strength have become classic.

4. Supplementary reading should be used, not simply to give more exercise in reading, but to enlarge and enrich specific topics, thus applying the power to read to a clearly perceived end in the acquisition of information, reading from sharply defined, immediate motive, with close and strong association.

5. The assignment of work must be made in such a way as to make a tangible presentation of things to be accomplished; (a) words to be looked up; (b) allusions to be explained; (c) questions of fact to be verified; (d) questions of thought or of motive.

6. No text-book in reading, which is not in itself a literary whole is to be taken seriatim. But rather the contents should be analyzed and selections assigned when and where they respectively have a clear and significant bearing.

## *The Northern Illinois State Normal School.*

References:—McMurry, (C. A.): *Special Method in Reading*; McMurry (Mrs. Lida): *Beginning Reading*, Northern Illinois, June, 1901, and February, 1904; Hinsdale: *Teaching the Language Arts*; Parker: *Talks on Teaching*; N. I. S. N. S. Bulletin for May, 1905.

### FIRST GRADE.

1. The first lessons in reading are drawn: (a) from games and occupations (b) mainly from literature used for narration in this grade; (c) from the nature work. (See Language, Spelling, Writing, Literature).

2. Of the following several should be read—some entire, others in part; some, perhaps, read through, but more probably the teacher should alternate two or more so as to use their simpler or more appropriate portions in harmony with suggestion six above:

Cyr's Primer.

Taylor's First Reader.

Cyr's First Reader.

Overall Boys.

Sunbonnet Babies' Primer.

Folk-Lore Stories.

New Era First Reader.

### SECOND GRADE.

Stepping Stones to Literature, Book Two; Taylor's Second Reader Hiawatha Primer; McMurry's Classic Stories; Around the World, No. 1: Bass' Animal Life; Bass' Plant Life; Pets and Companions; Baldwin's Second Reader; Child Life, second Book.

### THIRD GRADE.

Graded Classics, No. 3; Stepping Stones to Literature, Book Three; McMurry's Robinson Crusoe; Andersen's Tales; Old Testament Stories; Classic Myths; Child Life, Third Reader; Stevenson's Child's Garden of Verse.

### FOURTH GRADE.

Hiawatha: Arabian Nights; Hawthorne's Wonder-Book; Cook's; Story of Ulysses; Fifty Famous Stories Retold: Old Stories of the East.

### FIFTH GRADE.

Whittier's Child-Life in Poetry and Prose; Irving's Legend of Sleepy Hollow and Rip Van Winkle; Ruskin's King of the Golden River; Hawthorne's Tanglewood Tales.

### SIXTH GRADE.

Whittier's Snow Bound; Macaulay's Lays of Ancient Rome; Longfellow's Building of the Ship; Miles Standish and Selected Poems; Burrough's Birds and Bees and Sharp Eyes (selections); Scott's Tales of a Grandfather (selections); McMurry's William Tell; Warner's, How I Killed a Bear, etc.

## SEVENTH GRADE.

Evangeline; Arnold's Sohrab and Rustum; Holmes' Grandmother's Story of Bunker Hill Battle; Burroughs' Birds and Bees, etc. (selections). Stories of King Arthur; Dickens' Christmas Carol.

## EIGHTH GRADE.

Bryant's Thanatopsis and other Poems; Lowell's Vision of Sir Launfal and selected poems; Merchant of Venice; Webster's Bunker Hill Orations; Lincoln's Gettysburg Speech, Scott's Lady of the Lake or Lay of the Last Minstrel.

## LANGUAGE.

By language here is meant the work by which we definitely seek to shape the pupil's habits of speech and discipline him in the use of good English. The first requisite of good speech is good thinking. Accordingly the general aim of these exercises—the aim which determines both material and method—may be stated thus:

1. To stimulate, discipline and refine the pupil's power to think.
2. To habituate the children to the use of good English, i. e., correct in form, and, as well, concise, direct, ready, apt, exact and even elegant, both in speaking and writing.
3. To prepare them specifically for the common conventional demands which their subsequent life will put upon them.

These three involve these others:

1. Definitely enlarging and enriching the child's vocabulary especially in the vernacular, and bringing it into command for every day use.
2. Teaching correct spelling, appreciation of the force of words, derivation—the commoner roots, suffixes and prefixes—and the discrimination of synonyms and homonyms.
3. Teaching the structure of the English sentence.
4. Drill in punctuation, use of capitals, paragraphing and margins.
5. Teaching ordinary business and social forms.

In order that the pupils may develop and maintain a strong, wholesome, urgent desire for worthy self-expression, material for these exercises should be drawn from the active school and home interests of the children and given always under the impulse of some sufficient immediate motive, as, (a) gratification of others; (b) expression and defence of an opinion; (c) sense of mastery. These exercises must have a distinctly formal element, and by them the teacher can scarcely do more than lay out the lines of correct usage. The following of such lines must become a matter of habit, and this in general is the result only of persistent training. Every recitation, then, is an opportunity, not to be missed, quietly, unremittingly, to give the exer-

## *The Northern Illinois State Normal School.*

cise needful. There is no greater need to teach children to write than to teach them to talk—with all that this involves of choice of words, of arrangement, of distinct and melodious utterance.

Written work should be preceded by careful oral discussion to digest the thought to be presented, and in general a more or less full outline should be worked out by teacher and class and written on the board. This may, or may not, as circumstances require, be more than two or three main sub-topics, and may or may not be left on the board, as the children write. The subject must be relatively simple or the class well trained, to get on well wholly without the mnemonic aid of the outline. The idea is to do for the children what we do for ourselves to secure freedom and so completeness and clearness of expression.

In all language exercises, care must be had that the children do not fall back wholly upon the vocabulary already familiar to them but that new words and idioms are worked into their usage.

In general it is advisable to arrange Language, Spelling and Writing for consecutive periods in the program, so that time for one may merge, in whole or in part, into the others when desirable.

References:—Metcalf and Bright's Language Exercises; Bright's Graded Lessons in Language; DeGarmo's Language Books; Keith's Teaching the Language Arts, Northern Illinois, May 1902; Cooley's Language Lessons; N. I. S. N. S. Bulletin, November, 1904 and November 1905.

For general reading there may be found in the Normal Library—Hinsdale: Teaching the Language Arts; Laurie: Language and the Linguistic Arts; Chubb: The teaching of English; Parker's talk on Teaching.

### FIRST GRADE.

1. Familiar conversation in connection with Nature Study and other observational work. This conversation should be free and informal, and yet direct and purposeful, seeking to elicit—(a) complete statements, accurate in expression and true to fact; (b) consecutive sentences, giving a quite complete, continuous statement of observations.

2. Oral reproduction of stories, told in Literature. This work in this grade and the next is the special opportunity to lay the foundation of a full, rich vocabulary in the vernacular, and of freedom vivacity and vigor in thought and expression.

3. As soon as practicable, written sentences setting out in connected statements the gist of a story or of a science lesson. This work merges into spelling, writing and reading.



## SECOND GRADE.

1. Conversation as in the First Grade.
2. Oral reproduction of stories told and read, as in First Grade, but more extended.

In both Grades, dramatization will tend to bring out more strongly the better qualities of language and deepen their impression on the children's minds.

3. Written exercises, as in First Grade, but more extended; (a) sentences; (b) written reproduction of stories.

Note.—The following is suggested as an order by which material may be thoroughly used in this grade and the next: (1) The story is related and (2) orally reproduced (literature lesson). (3) In reply to teacher's questions the story is repeated in outline, and such words and phrases as are thought desirable to emphasize, either because of difficulty or of endeavor to graft them on the child's vocabulary, are listed on the black-board and either left on the board, or better, copied by the children on slips of paper (writing and spelling lesson). With these slips ready for reference the children go to the board and write the story or sentence indicated. (5) As far as possible these are reviewed by the teacher and class, criticised as to accuracy of statement, choice of words, spelling, punctuation, etc. (6) The children then write the same story at their desks on paper.

## THIRD GRADE.

1. Conversation as in lower grades, but with much greater exactness as to fullness and continuity of statement.
2. Oral reproduction of stories; dramatization (see Second Grade.)
3. Written exercises: (a) reproduction of stories; (b) reports of science lessons, excursions, trips, etc.; (c) brief friendly letters, with careful teaching of simplest forms.
4. Invention of stories—first of oral, then written—based on pictures, incidents, objects, suggested and supplied by teacher.

## FOURTH AND FIFTH GRADES.

1. Conversation:
  - a. Material drawn from History, Geography, Science, Excursion, pupil's home interests.
  - b. Especial attention to language element in topical recitations.
2. Written exercises:
  - a. Reproduction of History stories and of Geography and other lessons. Written lessons in Arithmetic should be good language exercises.
  - b. Reports (see Third Grade).
  - c. Friendly letters.
  - d. Stories invented by children, with and without common core of suggestion.



## *The Northern Illinois State Normal School.*

e. In connection with Arithmetic, bills and receipts.

3. Sentential structure. In the study of Reading and in the criticism of written work, lead pupils to discover and separate the greater elements of the sentence—subject and predicate—and the words or sets of words—modifiers—which are used to render the thing thought of (subject) more definite, and the thought concerning it (predicate) more explicit. The whole purpose here has to do with function, and technical terms should be avoided.

What is done here should rise naturally and as a matter of course from the effort to help the pupils master the more involved and difficult sentences in their reading and to give them a method of attack on their own difficulties in composition.

### SIXTH GRADE.

1. Topical recitations.

2. Oral presentation and defense of opinion on points of history—past and present; results of inquiry on special topics; description of places, persons and objects of special interest.

3. Written exercises:

a. Biographies: topics from History, Geography and other branches.

b. Reports, descriptions, etc.

c. Friendly and business letters.

d. Stories.

e. Independent outlines of articles read, discussion had, preparatory or not to written work.

f. Business forms involved in arithmetical problems.

4. The study of sentence structure as a means of clearer interpretation of text read: (1) to discover as above, and separate the essential parts (subject and predicate); (2) to recognize the function of such sentence elements as modifiers and connectives; (3) and, further, to appreciate the value of word order in making the meaning of the sentence clearer and more forceful.

Technical grammatical terms may be introduced gradually, but with no formal effort to have children form or learn definitions.

### SEVENTH GRADE.

The study of formal grammar is begun in this grade, the work being confined to the study of the sentence as a whole, its larger elements, and their relations. The stress is laid upon analysis, begun as early as possible and continued throughout the entire work.

I. Imaging from sentences.

Use material rich in thought-images, and vividly expressed.

Develop thought-subject and thought-attribute.

II. The sentence.

Use full, clear sentences and distinguish "Subject" and "Predicate." Use abundant material and introduce the following details:

1. Irregular order of Subject and Predicate.
2. The Compound Subject. Compound Predicate.
3. The use of the expletive, "There."

III. Classify Sentences:—

1. According to purpose.
  - (a.) Declarative.
  - (b.) Interrogative.
  - (c.) Imperative.

Develop work carefully in changing from one step to the next. Review continually. Point out subject and predicate. Vary work using exercises which require one or the other elements to be supplied.

2. According to structure.
  - (a.) Single.
  - (b.) Compound.

Show relations in compound sentences expressed by the type words "and," "but," "or" and "for."

IV. The Subject:—

- (1.) Separate the base of the subject from the modifiers. Develop definition of noun, pronoun. Use sentences containing subjects with several modifiers.
- (2.) Study the modifiers of the subjects,—(a.) The word modifiers. Develop the definition of the objective; (b.) the phrase modifier. Expand from word to phrase and develop definition of the phrase as an adjective modifier; (c.) the clause modifier. Compare with word and phrase, and show the force of the clause as a modifier. Point out use of connectives and develop definition of conjunction.

V. Predicate.—

- (1.) Begin with verb of complete predication, and modifiers. Separate verb from modifiers. Develop definition of verb as the asserting word.
- (2.) Study the modifiers of the meaning of the verb.
  - (a.) Word modifiers. Develop the definition of adverb and point out its various significations without formally classifying.
  - (b.) The phrase modifier. Show its adverbial use, comparing with single adverb modifier. Develop the function of the preposition.
  - (c.) The clause modifier. Compare with word and phrase modifier, and show force of the clause as modifier. Point out the double use of the connective and review conjunctions.

VI. The Complement.

- (1.) The Copula Verb.

## *The Northern Illinois State Normal School.*

Having used previously verbs of complete predication only, proceed to the development of predicates containing verbs of incomplete predication, beginning with the copula and the subjective complement. Develop carefully.

(2.) The Transitive Verb. Compare with verb of complete predication and develop definition of object complement. Give abundant exercises.

(3.) Transitive-copulative Verb. Compare with transitive verb and develop definition of objective complement.

The greatest importance is attached to careful drill and constant review. Remember that the work must move slowly to be successful.

2. Composition: (a) Essays based on various lines of work. (b) Letters—friendly, social, business. (c) Stories. (d) Free paraphrases, or interpretations, of selections from literature, not bare prose transpositions. (e) Interpretations of pictures.

3. In correction of essays and in discussion of them, close attention to paragraphs and their contents, sequence of paragraphs and of sentences within the paragraph, and, as in Sixth Grade, to sentential structure—grammatical and rhetorical.

### EIGHTH GRADE.

1. Grammar.

(a.) Review during the first six or eight weeks the work of the seventh grade.

(b.) An intensive study of the parts of speech, including the classification, properties and inflectional forms of each.

(c.) Analysis of literary selections, with reference to the best authorities, as found in the library.

2. As in Seventh Grade.

3. Rhetoric. Careful criticism, class and individual, of pupil's essays. The common figures—simile, metaphor, synecdoche—and some of the simpler poetic meters worked out in the study of literature, not so much by way of nice definition as with reference to their forms and their rhetorical value in enhancing the vigor of the sentence.

### PUNCTUATION.

Note—The designation of certain elements of punctuation for certain grades is not meant to prescribe formal lessons, but to indicate certain things, which by the end at least of the respective grade years the pupils should have under control for use. They will for the most part know them earlier than the indicated time. But the teacher should definitely ascertain whether they do know them by the time prescribed.

The teaching in the first three grades, at least, should be based on imitation, association and the teacher's quiet opportune sugges-

tion, and should aim at implicit knowledge and use. In Fourth and Fifth Grades, explicit statements may be looked for, and when made should be constantly appealed to as a standard of use in written work. In Sixth, Seventh and Eighth Grades, a compact body of rules gathering the various points of the course should be taught. The correction and discussion of the regular exercises will give sufficient material for such instructions, especially when reenforced by abundant specific illustration.

To secure uniform practice, Bigelow's Handbook of Punctuation is taken as the standard and will be supplied to the teachers' desks.

#### FIRST GRADE.

1. The period—(a) at the end of a sentence; (b) Mr. and Mrs. taught as words; (c) other common abbreviations used by teacher, as names of the days, of the weeks, and names of the months in weather charts, etc.
2. The comma.
3. The question-mark.
4. Capitals (a) in proper names; (b) at the beginning of a sentence.
5. The possessive form.

#### SECOND GRADE.

1. The period, in abbreviations needed for use.
2. The comma, to set off the vocative.
3. Quotation marks, to mark an undivided quotation.
4. The hyphen, in a word divided at the end of a line.

#### THIRD GRADE.

1. The comma (a) in letter forms—e. g. dates and addresses; (b) to set off a brief quotation.
2. Capitals (a) in abbreviations; (b) in headlines and titles.

#### FOURTH GRADE

1. The comma (a) to set off appositives; (b) to divide a compound sentence.
2. Quotation marks, in the divided quotation.

#### FIFTH GRADE.

1. See preceding grade.

#### SIXTH GRADE.

1. Comma, to set off adverbial clauses.
2. Semicolon, in compound sentences.
3. Parenthesis.

## SEVENTH AND EIGHTH GRADES.

1. Comma to set off the adjective clause when not restrictive.
2. Colon after *as follows*, *the following*, *this* and *these*, *etc.*
3. The dash (a) after a colon; (b) in place of the parenthesis; (c) in an interrupted sentence.

## SPELLING.

Note—The instruction in spelling is based on the belief that it is “possible to learn to spell and at the same time to express educative thought by writing.” The teaching of spelling, therefore, is to be kept in closest association with the various lines of study and is especially to be regarded as an active phase of all written work.

A large proportion of bad spelling results from slovenly enunciation. The teacher is to exercise constant care over the children's habits of speaking. Wherever lists of words are presented—in Language, Reading, etc.—careful drill in clear, forcible, deliberate pronunciation, always with falling inflection, should be given persistently. Accent is secured by pitch better than by stress of voice.

The use of the dictionary for pronunciation mainly, and for definition under such careful oversight by the teacher as insures that the definition defines, should receive faithful attention to teach (a) the swift and direct finding of words; (b) the ready and accurate interpretation of diacritical marks; (c) resort to it for correct spelling; (d) in due time, the selection of definitions from the Unabridged Dictionary.

The Speller is not meant to be slavishly followed, it is to be taught. Some words and even whole lessons, it may be desirable to omit, or to transpose, certainly. Scan rules carefully, to be sure they are clear to the children.

## FIRST, SECOND AND THIRD GRADES.

1. At first identical with writing (q. v.)
2. Merged in the Reading, and, especially, the written Language.
3. Word-building—particularly in games, such as Rhymes.
4. Phonics—introduced gradually by teachers, by isolation of initials and terminals, of long and short vowels, until children are prepared to discriminate sounds and appreciate their function as integral parts of the words.

## FOURTH, FIFTH, AND SIXTH GRADES.

1. Written and oral work on list, drawn from the various exercises and definitely selected to include (a) mis-spelled words; (b) new and difficult words; (c) homonyms, suggested by erroneous usages.
2. Use of dictionary begun and developed as indicated above.
3. Significance of commonest suffixes and prefixes.
4. Daly's Rational Speller, pp. 1-33.

## SEVENTH AND EIGHTH GRADES.

1. List as in earlier grades.
2. Use of dictionary, developed to include use of unabridged edition in selection of definitions; in tracing derivations; in discriminating synonyms and antonyms.



3. Lists of synonyms and antonyms based on literature and essay work. Continue definite work on homonyms.
4. Derivatives, based on Literature and essays.
5. Daly's Speller: Seventh Grade, pp. 34-66; Eighth Grade, pp. 67 to close.

## WRITING.

The purpose of teaching children to write is to equip them with a highly conventionalized means of expressing themselves and of interpreting the thoughts of others. To be effective—(a) it must be easily legible, neat and rapid; (b) the individual must have, to a marked degree, the unconscious power and freedom of written expression shown in oral speech.

This skill rests on motor habit, is developed by sustained effort and without repetition—practice—rapidly decreases. Written form of itself does not afford sufficient motive to secure the desired result. This must be found in keeping writing from the first to the definite end for which it is intended—self-expression. Carelessness and slovenliness have the same tendency to form habits as carefulness and neatness. Hence the former cannot be tolerated.

In the primary grades, pupils have not the degree of motor coördination necessary to perfection of form. Hence forms must be approximate only, and the process of approximation must be given time and a moderate degree accepted. However, approximation to standard forms should progress through these grades.

The movements in writing should be at first large and free, on the black-board, on large sheets of paper unruled—for example the "9 in. x 12 in." drawing paper—or very wide-ruled paper, with no extra ruling.

The first work in writing is closely associated with learning to read, deals with the words the teacher presents, and is based on the impulse and power to imitate. The teacher writes a word of immediate interest because of its associations, on the board—writing deliberately in a large hand and in such position that the children may see the whole movement—i. e., with the left side to the class—erases and asks the children to write. The process is repeated at the teacher's discretion. No copying is to be done, except as the children imitate the teacher's movement. Children may be trained to imitate in the air the teacher's motions as she writes, preparatory to their own effort. The work on words merges as soon as possible into sentences.

To help children gain co-ordination and freedom the teacher gives a simple story which the children illustrate at the board step by step, using large, bold lines.

Careful and constant attention must be given to train to a posture and movement that are hygienic and economical of physical energy—that is, a position that does not distort the body, hinder free



motion or strain the eyes. As a rule this matter is grossly neglected by teachers, to the defeat of the course of training designed and provided. The teachers are instructed to hold children to adopt and adhere to the following:

Position:—Child facing the desk squarely; trunk straight, inclined slightly forward and resting lightly on left elbow so as to leave the right arm entirely free, feet firmly and evenly on the floor. Paper perpendicular to the body or front edge of the desk—or better, perhaps, paper turned to be at such an angle to the body as will prevent twisting the trunk or dropping the head to watch the pen. The pen should be held by the thumb and the first two fingers—the first finger on top of the holder, the second finger and thumb to the sides of it and underneath, the fingers straight, the thumb bent to touch the holder opposite the first joint of the first finger. This manner of holding the pen will naturally cause the holder to fall across the knuckle of the forefinger.

The question of slant in writing will take care of itself, resulting in that degree of slant most conducive in individuals to the standard described at the outset—if only right physical habits are formed.

## GEOGRAPHY.

The plan of the course in Geography is a series of type-studies, beginning with home-geography and passing to our state at large; the Mississippi Valley; the Atlantic Coast and Canada; the Pacific Coast and Mexico; Cuba and Porto Rico; Europe; Asia; Australia; South America; Africa; Physical and Astronomical Geography. The Geography topics of the Fourth and Fifth Grades are followed and enriched by history stories belonging to the regions studied.

This scheme of teaching Geography gives definite purpose and method to the gleaning of information and illustration—historical scientific, literary—from various sources and affords opportunity to teach children some effective system of classifying and indexing such material. Matter so collected should be constantly sifted and only the best, the most interesting, the most pertinent to the specific topics should be kept. Not the least advantage of this plan is the opportunity to the teacher always to have fresh matter to bring the child, fuller, richer, better organized knowledge.

There must be constant use of the map and the globe to keep the notions of location, distance, direction and relief forms well in mind. Excursions are to be made frequently, but always in consultation with the principal, both as to purpose and plan, and discussion of results.

The text-book must not be neglected. It cannot, fortunately, be taken by rote; but its maps, its illustrations, its information constitute the most available resources, and the pupils are to be directed to all it contains pertaining to the lesson topic.

In the First and Second Grades the geographical work will be in the form of nature study, dealing with the child's environment, involving notions of position and direction; points of the compass; of winds, their character, and prevailing direction; of the seasons, their characteristics, weather; distinctive occupations, sports, condition of living, etc.; of fields and woods and streams; of plant and animal life.

Views of the "great, wide, wonderful world," will be given in studies of human life under contrasted conditions, especially stories of child-life in various countries and climes.

### THIRD GRADE.

"Third Grade or home geography includes local surface features drainage and soil, gardening, agriculture, and food products; house building and related trades and occupations; clothing and the sources from which it is derived; local commerce, roads and bridges, railroads; local government, including the town and city organization, board of education, county officers, court-house. All these topics should be worked out in the third grade as concretely as possible, based upon the common observations of the children in the neighborhood and reinforced by excursions which are made by the teacher and the children in the regular course of instruction."

"They should get acquainted with the great continents and oceans, and especially with North America and the United States, upon the globe, in their general relations to the earth as a whole, so that, as they move forward in their future study of geography, they will have before them the general relations of the home to the great earth and to other communities, countries and peoples, their dependence upon them, the modes of communication and exchange with them."

"Besides this, while the children are getting these various geographical concepts of the home, they should be given some larger views of the earth as a great ball in space, whose surface is varied by continents and oceans and upon which the sun and moon shine from a distance." There should be also some study of the sun and moon and more noticeable constellations, stars and planets.

### THIRD GRADE TOPICS.

#### FOODS.

- |                   |                  |
|-------------------|------------------|
| 1. A fruit store. | A dairy.         |
| A bakery.         | A creamery.      |
| A feed mill.      | A grocery store. |
| A meat market.    |                  |

#### CLOTHING.

- |                        |                    |
|------------------------|--------------------|
| 2. A shoemaker's shop. | A tailor's shop.   |
| A glove factory.       | A dry goods store. |

## *The Northern Illinois State Normal School.*

### TOOLS AND BUILDING SUPPLIES.

- |                       |                   |
|-----------------------|-------------------|
| 3. A Blacksmith shop. | A wagon shop.     |
| A tin shop.           | A hardware store. |
| A planing mill.       |                   |

### GOVERNMENT.

4. City Hall; Officers:—Mayor, councilmen, police, police magistrate.  
Functions—most obvious, Fire Department, Water Department.

### TRANSPORTATION.

5. Roads and bridges; streets and pavements; railroads and shipping.

### MISCELLANEOUS.

6. A greenhouse. The farm, Spring, Fall.  
The grain elevator. The study of slopes from the cupola.  
On the Campus:—Forest, pond, streams, slopes, meadow.  
House building. Brick and tile manufactories.  
Carpet weaving. A china store.  
A garden—Planting in the spring. Harvesting in fall.  
References;  
Dopp, Catherine E. "The Place of Industries in Elementary Education."

### FOURTH GRADE.

1. Chicago. A great city. A commercial center. The Drainage Canal.  
The Illinois River.  
History:—Fort Dearborn and Blackhawk War.  
Shabbona. The Story of Starved Rock.  
References:—  
McMurry, Dr. C. A. "Special Method in Geography."  
"Special Method in History."  
Type Studies from United States Geography.  
"Our Own Country," Book III. Chap. 14.  
"Around the World," Book, III.  
Carpenter, "North America."  
King, Book Four, Part II.  
Tarr & McMurry, "North America."  
Wm. E. Barton, "The Prairie Schooner."  
See Library Reference Sheet.
2. The Prairies of Illinois. Extent of. Transformation that has taken place since the arrival of the white man. Productiveness. Grain, pasture, live stock, growth of commercial centers, railroads.

History:—George Rogers Clarke's capture of Kaskaskia and Vincennes.

References:—

McMurry, "Special Method in Geography."

"Special Method in History."

"Our Own Country," Book III, Chap. XV.

"Stories of Industries," Vol. II.

Tarr & McMurry, Geography.

Lodge, "The American Revolution," Vol. II.

3. A coal mine in the coal fields of Illinois.

References:—

McMurry, "Special Method in Geography."

"Around the World." Book III.

King, Book Four, Part II.

Tarr & McMurry, Geography.

Greene: Coal and Coal-mining.

"Stories of Industries," Vol. I.

Patton, "Natural Resources of the U. S."

See Library Reference Sheet.

4. Excursion on the Upper Mississippi River from St. Louis to St. Paul. Minneapolis, a center for the manufacture of flour. The wheat fields of the northwest.

History:—Hennepin's voyage on the Upper Mississippi River.

References:—

McMurry, "Special Method in Geography."

"Special Method in History."

Carpenter, "North America."

"Our Own Country," Book III.

"Stories of Industries," Vol. II., pp. 92-96.

Guyot's Geographical Reader and Primer, Vol. VII.

See Library Reference Sheet.

5. Pinerias and Lumbering in Northern Michigan.

Lake Superior and the copper mines.

The Iron Mines of Michigan. Transportation of Ore.

History:—Marquette and Joliet's explorations on the Great Lakes and the upper Mississippi River.

References:—

McMurry, "Special Methods."

Patton, "Natural Resources of the U. S."

"Great American Industries," Book II.

King, Book Four, Part II.

Perry Mason, "The Great Lake Country, (14)."

Tarr & McMurry, "North America."

See Library Reference Sheet.

6. The hardwood forests of Indiana and the Ohio Valley.

History:—Lincoln's early life in Kentucky, Indiana and Illinois.

*The Northern Illinois State Normal School.*

References:—

- McMurry, "Special Methods in History and Geography."  
Eggleston, "First Book in American History."  
James Baldwin, "Four Great Americans."

7. Surface, climate and tobacco culture in Tennessee and Kentucky. Mammoth Cave.

History:—Daniel Boone. Robertson and the settlement of Tennessee.

References:—

- McMurry, "Special Methods."  
Perry Mason, "The Lake Country (14)."  
Eggleston, "First Book in American History."  
"Our Own Country," Book III, Chap. XVI.  
See Library Reference Sheet.

8. Trip on the upper Mississippi, from Cairo to the Delta. Make a special study of the Jetties.

History:—La Salle's trip to the mouth of the Mississippi River.

References:—

- McMurry, "Special Methods."  
Tarr & McMurry, "North America."  
King, Book Four, Part II.  
Mark Twain, "Life on the Mississippi."  
Carpenter, "North America."  
See Library Reference Sheet.

9. Cotton and its cultivation. Markets for cotton.

History:—DeSoto's trip through the South.

References:—

- McMurry, "Special Methods."  
"Around the World," Book III.  
"Stories of Industry," Vol. II.  
Chisholm, "Handbook of Commercial Geography."  
King, Book Four, Part II.  
Perry Mason, "On the Gulf."  
Tarr & McMurry, "North America."  
Trotter, "Geography of Commerce."  
See Library Reference Sheet.

The Missouri River and the country through which it flows. Com-

10. pared with the Ohio River.

History:—Fremont's first expedition.

References:—

- McMurry, "Special Methods."  
Tarr & McMurry, "North America."  
See Library Reference Sheet.

11. Map review of the section of the country studied.

Extent of the Mississippi Valley.



## *Catalogue and Course of Study.*

The fertility and productiveness of this valley.  
The many industries touched upon during the year.  
The markets and means of transportation.  
Chief cities and reasons why they came to be where they are.  
See Library Reference Sheet.

### FIFTH GRADE.

1. The Great Lakes. Niagara Falls. Description. Utilization of water power. What it has made necessary—Welland Canal—Buffalo and its warehouses—Erie Canal.

History:—Fort Niagara and the French fur traders.

Perry's Victory on Lake Erie.

References:—

"Our Own Country," Book III.

"Around the World," Book III.

Carpenter, "North America."

McMurry, "Special Method in Geography."

King, Book Four, Part II.

Perry Mason, "The Great Lake Country."

Tarr & McMurry, "North America."

Pratt, "Guyot's Geographical Reader and Primer."

See Library Reference Sheet.

2. The St. Lawrence River. Thousand Islands. Montreal. The Canadian people and rural life. Quebec. Codfishing off New Foundland.

History:—Champlain.

The Capture of Quebec.

References:—

"Guyot's Geographical Reader and Primer."

"Our American Neighbors."

Carpenter, "North America."

Gilbert Parker, "Seats of the Mighty."

See Library Reference Sheet.

3. The Hudson River. Scenic, historic, and commercial value. The Catskill and Adirondack Mountains. Summer resorts. New York City. A great seaport. Foreign commerce. Imports and exports. Central Park. Brooklyn bridge. Statue of Liberty. Docks.

History:—Henry Hudson, The story of Rip Van Winkle. (Literature).

References:—

King, Book Four, Part II.

Tarr & McMurry.

"Our Own Country."

See Library Reference Sheet.

4. Boston. Study from standpoint of a historic center. Bunker Hill Monument. Lexington and Concord. The minute men. Washington Elm. Old South Church. Faneuil Hall. Harvard College. The Common. Plymouth.

History:—The Settlement of Boston.

The Pilgrims and Puritans.

Paul Revere.



*The Northern Illinois State Normal School.*

References:—

- Moore, "The Pilgrims and Puritans."  
Pratt, "Stories of Colonial Children."  
King, Book Three, Part I.  
"Around the World." Book III.  
Carpenter, "North America."  
Holmes, "Grandmother's Story and other Poems."  
Hawthorne, "Grandfather's Chair."  
Earle, "Manners and Customs of Old New England."  
See Library Reference Sheet.

5. The Merrimac River. A type river in which water power is utilized. Cotton mills. The manufacture of cotton. Recall the study of cotton in the Fourth Grade.

References:—

- King, Third Book, Part I, Chap. IV, V.  
"Stories of Industries," Book II, pp. 6-29.  
Tarr & McMurry, "North America."  
McMurry, Dr. C. A., "Special Method in Geography."  
6. The White Mountains. Mount Washington a type of mountain. Granite quarries of Massachusetts. Marble quarries of Vermont. Making maple sugar. The surface of New England.  
History:—The story of Stark and the Green Mountain Boys.  
King Philip—the extermination of the Indians.

References:—

- See Library Reference Sheet.  
McMurry, "Special Method in Geography."  
Tarr & McMurry, "North America."  
"Around the World," Book III.  
King, Book Three, Part I.  
Perry Mason, "In New England,"  
Eggleston, "First Book in American History."  
7. The Appalachian Mountain System. The surface features of the Atlantic States. Anthracite coal. (Recall the study of a coal mine in the Fourth Grade). Iron, Pittsburg. The blast furnace. Steel production. Ship-building at Philadelphia. (Recall iron in Michigan). Oil wells. Gas wells.

History:—William Penn.

References:—

- McMurry, "Special Method in Geography."  
Tarr & McMurry, "North America."  
Patton, "National Resources of U. S."  
King, Book Three, Part I.  
Carpenter, "North America."  
Walton & Brumbaugh, "Stories of Pennsylvania."  
King, Book Four, Part II.  
See Library Reference Sheet.  
8. Washington, the capital of the United States. The Capitol. The Treasury Building. The State, War, and Navy Buildings.

The Smithsonian Institute. The National Library. The National Museum. The Agricultural Department. The Washington monument. The White House.

History:—The early life of George Washington.

References:—

Irving, "Washington and His Country."  
Powell, "Historic Towns of Southern States."  
Baldwin, "Four Great Americans."  
Eggleston, "First Book in American History."  
Fisher, "War of Independence."  
Hart, "Source Readers."  
Scudder, "Life of Washington."  
"Our Own Country." Book III.  
"Around the World," Book III.  
Carpenter, "North America."  
King, Book Three, Part I.  
See Library Reference Sheet.

9. Baltimore. The Oyster Fisheries of Chesapeake Bay.

History:—Captain John Smith and the settlement of Jamestown.

References:—

Carpenter, "North America."  
Tarr & McMurry, "North America."  
H. F. Moore, "Oysters and Methods of Oyster Culture."  
Powell, "Historic Towns of Southern States."  
Hart, "Source Readers."  
See Library Reference Sheet.

10. The Pineries of North Carolina. Products—tar, pitch, turpentine, resin and lumber. Rice in South Carolina. Peanuts. Sweet potatoes.

History:—Sir Walter Raleigh.

References:—

Carpenter, "North America."  
Tarr & McMurry, "North America."  
Mill, "Handbook of Commercial Geography."  
McMurry, "Special Method in Geography."  
"Report of Secretary of Agriculture, 1892."  
See Library Reference Sheet.

11. Florida:—Rock formation, coral. Everglades. Climate, winter resort. Oranges. Sponges.

History:—The Spaniard in Florida. St. Augustine.

References:—

Carpenter, "North America."  
King, Book Four, Part II.  
F. W. Davidson, "Florida To-day."

*The Northern Illinois State Normal School.*

Powell, "Historic Towns of Southern States."

12. Texas and Cattle Raising. Ranch life. Pike's Peak. Irrigation in the arid west. Alfalfa. The sugar beet industry.

History:—Coronado in the Southwest.

References:—

"Our Own Country."

McMurry, "Special Methods."

Perry Mason, "Among the Rockies, No. II."

Perry Mason, "On the Plains, No. 13."

Carpenter, "North America."

See Library Reference Sheet.

13. The Colorado River and the Grand Canon. Yellowstone Park.

History:—"Powell's Exploration of the Grand Canon."

References:—

"Around the World," Book III.

Perry Mason, "Among the Rockies, No. II."

Chittenden, "Yellowstone National Park."

Carpenter, "North America."

Tarr & McMurray, "North America."

McMurry, "Special Method in Geography."

"Special Method in History."

See Library Reference Sheet.

14. Gold mining in California. Story of the discovery of gold. Different methods of mining. The great redwood forests of California and Washington. Wheat and fruit products. Irrigation. Los Angeles and San Francisco.

History:—Sir Francis Drake.

References:—

Elson, "Side Lights on American History."

"Around the World."

Carpenter, "North America."

Tarr & McMurry, "North America."

McMurry, "Special Methods."

Helen Hunt Jackson, "Glimpses of Three Coasts."

See Library Reference Sheet.

15. The Columbia River and Salmon Fishing.

History:—Lewis and Clark's expedition.

References:—

McMurry, "Type Studies."

Elson, "Side Lights on American History."

"Around the World," Book III.

Carpenter, "North America."

"Country Life in America" June, 1903.

Century Magazine, June 1903.

"United States Government Report."

See Library Reference Sheet.

16. Alaska. How acquired by U. S. Climate. Japan Stream. Glaciers.

The people. Gold. Salmon. Seals.

History:—Magellan's Trip Across the Pacific Ocean.

References:—

Carpenter, "North America."

"Around the World," Book Two.

Perry Mason, "In Alaska, No. 10."

Appleton, "Guide to Alaska;"

Fiske, "Discovery of America."

See Library Reference Sheet.

17. Mexico. Climate. Effect of elevation. Volcanoes. The City of Mexico. The native people. Occupations. Seaport.

History:—Cortez.

References:—

Carpenter, "North America."

"Our American Neighbors."

"Around the World," Book II.

Tarr & McMurry, "North America."

Ballou, "Foot-Prints of Travel."

See Library Reference Sheet.

18. Cuba, Porto Rico, Hayti, Jamaica, the Bahama Islands.

History:—Columbus.

References:—

"Around the World," Book III.

"Around the World," Book II.

Ballou, "Foot-Prints of Travel."

Tarr & McMurry, "North America."

Eggleston, "First Book of American History."

Ober, "Porto Rico and Its Resources."

See Library Reference Sheet.

19. North America as a whole. Surface and outline. Map work. Zones—climate, what effect, life of each zone—man, plant, animal. Cities and cause of growth. Means of transportation—rivers, lakes, oceans, canals and railroads. Common roads. Resources. Natural. Produced by the hand of man. Political divisions.

History:—"Story of Our Continent."

References:—

Shaler, "Story of Our Continent."

Mill, "The International Geography," pp. 664-678; 710-773.

Tarr & McMurry, "North America," Section I.

SIXTH GRADE.

1. Trip by steamer from New York to Liverpool. Preparation for journey. Boat lines. Plan of boat. Expense of trip. Time taken in crossing the ocean. Incidents on a trip. Icebergs. Life in the ocean.

References:—

Steamship Guides.

King, "Northern Europe," Book Six.

Carpenter, "Life in Asia," Chap. I.

See Library Reference Sheet.

2. Liverpool. Cause of growth. Commerce. The Mersey River. The study of the tides. Wet and dry docks. Manchester ship canal. Cotton. (Recall previous work on cotton).

References:—

Taine, "Notes on England."

King, "Northern Europe," Book Six.

"U. S. Consular Report, 1899." Vol. 12. p. 812.

Tarr & McMurray, "North America," pp. 59-62.

See Library Reference Sheet.

3. Leeds, Birmingham, and Sheffield. Coal and Iron. A study of great manufacturing centers. Leading occupations of the English people.

References:—

King, "Northern Europe," Book Six.

See Library Reference Sheet.

4. London. A great metropolis. Map and sections of the city. The Thames River, St. Paul's Cathedral, Westminster Abbey. The Houses of Parliament, The Tower.

References:

Taine, "Notes on England."

Goldwin Smith, "Trip to England."

Youth's Companion, No. 2, "Glimpses of Europe."

King, "Northern Europe," Book Six.

Coe, "Modern Europe."

Ballou, "Foot-Prints of Travel."

See Library Reference Sheet.

5. Location, relief and contour of the British Isles. Climate. The Gulf Stream. Latitude of England as compared with Illinois. Compare climate.

References:—

Guyot, "Earth and Man."

Frye, "Grammar School Geography."

6. Scotland. The people. Compare with the English. Edinburgh,

*Catalogue and Course of Study.*

Glasgow. Ship-building. Growth of Glasgow. The Clyde River. The highlands and lowlands. Scott, Burns, Douglas, Wallace, Bruce. (See Literature).

References:—

King, "Northern Europe," Book Six.

Frye, "Grammar School Geography."

Coe, "Modern Europe."

See Library Reference Sheet.

7. Ireland. The people. Occupation. Poverty and English rule. Peat bogs. Belfast and Dublin. Linen. Queenstown, ocean traffic and sub-marine cables.

References:—

King, "Modern Europe," Book Six.

Coe, "Modern Europe."

Frye, "Grammar School Geography."

8. The Mediterranean Sea. Strait and rock of Gibraltar. England's strong fortifications. The world's great forts. The peninsulas of Southern Europe. The islands of the Mediterranean. Italy and the Italians. Rome, Venice, Naples, Mt. Vesuvius and volcanoes. The valley of the Po. Greece and her past glory. Ruins of Athens. Turkey and the Turk. The Black Sea and Constantinople.

References:—

W. D. Howells, "Italian Journeys."

Youth's Companion, No. 2, "Glimpses of Europe."

Ballou, "Foot-prints of Travel."

Coe, "Modern Europe."

Stoddard's Lectures.

Frye, "Grammar School Geography."

See Library Reference Sheet.

9. France. Paris, the city of art. Lyons, and the silk industry. Bordeaux, and grape culture—wine. Characteristics of the French people.

References:—

Mill, "Handbook of Commercial Geography," pp. 96-103; 78-83

Clow, "Stories of Industries," Vol. IX, pp. 48-58.

Coe, "Modern Europe."

See Library Reference Sheet.

10. Holland. Dutch Windmills. Canals, Dikes. Reclaimed land. The industry of the people. Amsterdam.

References:—

"Northern Europe," Youth's Companion Series.

"Glimpses of Europe," No. 2, Youth's Companion.

Coe, "Modern Europe."



*The Northern Illinois State Normal School.*

Frye, "Grammar School Geography."

See Library Reference Sheet.

11. Germany. The Rhine River. Scenery, history, cities. Berlin, the Kaiser city. The German Army and service required of the citizens of Germany. German schools and universities. Dresden and chinaware. Hamburg, seaport. Sugar beet industry. The Baltic and North Sea Canal. Essen, and Krupp guns. Manners and customs.

References:—

"Northern Europe," Youth's Companion Series.

Coe, "Modern Europe."

Frye, "Grammar School Geography."

McCormick, "Suggestions on Teaching Geography."

Ballou, "Foot-Prints of Travel."

Stoddard's Lectures.

See Library Reference Sheet.

12. Switzerland. The Alps. Glaciers, scenery, dangers of climbing the Alps. The Swiss peasant life.

References:—

"Northern Europe," Youth's Companion Series.

"Around the World," Book Two.

"Glimpses of Europe," Youth's Companion.

Coe, "Modern Europe."

See Library Reference Sheet.

13. Norway and Sweden. The land of the midnight sun. Study motions of the Earth—inclination of the earth's axis. Effect of the Gulf Stream upon the climate. Fishing, cod and hering. Forests. Iron ore. Agricultural products of Sweden. Manners and customs.

References:—

"Northern Europe," Youth's Companion.

"Around the World," Book Two.

"Glimpses of Europe," Book Six.

Coe, "Modern Europe."

Ballou, "Foot-Prints of Travel."

Frye, "Grammar School Geography."

14. Russia. The building of St. Petersburg by Peter the Great. A Russian Village (See "Northern Europe," by Ginn & Co.). The Siberian Railroad. Russia's agricultural resources. The government of Russia in contrast with ours. Moscow and Nijni-Novgorod. (See "Northern Europe," by King, Book Six).

References:—

Carpenter, "Asia."

Smith, "Life in Asia."

Highways of Commerce, Special Consular Reports, 1899, Vol. 12, p. 409.

Ballou, "Foot-Prints of Travel."

See Library Reference Sheet.

15. The Danube River. See "A Trip Down the Danube River," in "Modern Europe," by Coe.

See Library Reference Sheet.

16. Map study of Europe as a whole. Climate—What affects it? What conditions do we find? Effect upon the people? Upon vegetation? Natural resources of Europe. Leading industries. Cities of Europe, and why they came to be. Nations of Europe.

References:

Frye, "Grammar School Geography."

#### SEVENTH GRADE.

1. Egypt. The Nile River—inundation. Cairo and the pyramids. Alexandria and commerce. The desert of Sahara. Joseph and his people.

References:

Ballou, "Foot-Prints of Travel."

Badlam, "Views in Africa."

Curtis, in Record-Herald.

See Library Reference Sheet.

2. The Suez Canal. Description. Difficulties of construction. Value to commerce. Owned by England. The Red Sea. Aden.

References:

Smith, "Life in Asia."

Badlam, "Views of Africa."

"U. S. Consular Reports, 1899," Vol. 12, p. 900.

See Library Reference Sheet.

3. India. The people. English rule. The sacred river, Ganges, and the religious beliefs of the people. Benares, Calcutta. Productions—rice, cotton, coffee, opium, wheat and jute. The relief and climate. The Himalayas. Rivers of Southern Asia.

References:—

Carpenter, "Asia."

Smith, "Life in Asia."

McCormick, "Suggestions on Teaching Geography."

Ballou, "Foot-Prints of Travel"

See Library Reference Sheet.

4. China. The Mongolian Race. Races of mankind. The peculiarities of the people. Tea Culture. Opium. Food product. The Chinese Wall. The Grand Canal. (See "Highways of Commerce in Foreign Countries"—special Consular report of 1899). The great undeveloped coal fields of China. Thibet.

*The Northern Illinois State Normal School.*

References:—

- Carpenter, "Asia,"  
Smith, "Life in Asia,"  
Educational Publishing Co., "China."

5. Japan. The people. The Yankees of the Orient. Account of her rapid stride to the front. Her position and relation to Asia. The War with Russia.

References:—

- Smith, "Life in Asia."  
Carpenter, "Asia."  
See Library Reference Sheet.

6. General survey of the geographical features of Asia. Mountain systems, plains, rivers, valleys, desert regions. Political divisions.

References:—

- Smith, "Life in Asia:"  
Frye, "Grammar School Geography."

7. Australia. Ranch life in Australia. Sheep. Wool. Shipment of frozen meat to Europe. The rabbit nuisance. The lack of rain in Western Australia—the cause. Study of trade winds. The great coral reefs. Gold mining. Wheat. The vine. Queer animals of Australia. The native people. The early settlers. Government. Political divisions. Chief cities. Tasmania and New Zealand, study briefly.

References:—

- Kellogg "Stories of Australia," Book VII.  
Mara L. "Pratt, Stories of Australia," Vol. I.  
Ballou, "Foot-Prints of Travel."  
See Library Reference Sheet.

8. The Philippine Islands. How United States obtained possession of them. The character of the native people. The problem before the United States in dealing with the people of these islands. Hawaii—Samoa Islands.

References:—

- "Around the World," Book II.  
See Library Reference Sheet.

9. South Africa. England's relation to South Africa. The native people. The Boers and the Transvaal War. The diamond mines of Kimberly. The Congo Valley. The Lake region of Central Africa. The large animals of Africa.

References:—

- Badlam, "Views of Africa," Book VII.  
Frye, "Grammar School Geography."  
See Library Reference Sheet.

10. South America. The Panama Canal. Make a study of the valleys of the Orinoco, Amazon and La Plata Rivers. Cause of wet and dry seasons. Cattle raising and agriculture in South America. Leading commercial cities. Countries of South America.

Our interest in South America.

References:—

Carpenter, "South America."

Ballou, "Foot-Prints of Travel."

Frye, "Grammar School Geography."

See Library Reference Sheet.

#### EIGHTH GRADE.

A general survey of Physical and Astronomical Geography will be given during the term. Shape and size of the earth. Great land and water groups. Proofs of the earth's rotundity. Inclination of the earth's axis, Zones, Latitude, Longitude, Surveying. Seasons. Motions of the earth. Positions of the earth in the Solar System. The sun, moon, stars. The movement of the sun's shadow. Noon angle. What affects the climate of a place on the earth's surface? Winds. What are they? Causes? Kinds? Use? Ocean Currents. Causes Important currents. Use. Changes going on affecting the surface of the earth.

References:—

Frye, "Grammar School Geography," first part of book.

Tarr & McMurry, Sections I—VIII.

Guyot, "Earth and Man."

General Reference Books:—

Tarr & McMurry, Geographies, Books I, II and III.

Patton, "Natural Resources of United States."

McMurry, "Special Method in Geography."

Hubertson, "Geography from Original Sources."

Brigham, "Geographical Influences in American History."

Sample, "American History and its Geographical Conditions."

Adams, "Elementary Course in Commercial Geography."

Trotter, "Commerce of Geography."

Lyde, "A short Commercial Geography."

Curtis, "Articles in the Chicago Record-Herald."

Rand, McNally and Co, "Journal of Geography."

"The National Geographical Magazine."

Dunton, "The World and Its People." (Geographical Readers).

King, "The Picturesque Geographical Readers."

Carpenter, "Geographical Readers."

Ridgway, "New Basis of Geography,"

Shaler, "Brooks and Brook Basins."  
Stoddard, "Lectures."  
Reclus, "The Earth and Its Inhabitants."  
"Standard Encyclopedias."  
King, "Methods in Geography."  
Parker, "How to Teach Geography."

## HISTORY.

The end of history-teaching must always regard the acquiring of the facts of history, accurately learned and strongly and clearly held. But the great aim is to help pupils grasp historical fact in large outlines, in its broad relations; to imbue them with its spirit; to give a persistent impulse to read History.

The study of History should widen the horizon and strengthen the judgment; develop sincere, clear-eyed public spirit and deepen reverence for great men; increase faith in our institutions and devotion to their preservation and growth.

With reference to such scope of work pupils are expected to make large use of the library as part of the course in History. The study should be pressed along these lines: Assignment of board topics, sufficiently definite to read to, with references to available sources of information; the discussion and digestion of relevant material brought to the class by members in common, or by individuals, or by the teacher; the elaboration of a comprehensive topical outline—not too minute—with references to authorities.

Independence in hunting down information by means of indexes and the preservation of results in properly made notes should be made a definite aim of class instruction, including the collection and arrangement of clippings.

In Grades I to V, inclusive, the work consists of narration and reading of stories from our national history, selected with reference to other work, as Geography, or to special days.

In Grades IV and V these are selected with special reference to the topics in Geography. The History stories for these grades are listed in connection with the Geography topics with which they correlate. Like the Geography, this portion of the course in History follows Dr. C. A. McMurry's plan.

## SIXTH GRADE.

- I. The Pre-Columbian Explorations.
  1. The Story of the Vikings.
  2. European Conditions as explanation of the long delay up to 1492.
    1. Feudalism and Chivalry.
    2. Turks' Crusade.

3. Commerce.
4. Portugese Learning.
- II. The Period of Discovery and Exploration.
  1. Columbus.
  2. Spanish Discovery and Exploration.
  3. French.
  4. Dutch.
  5. English.
- III. The Period of settlement.
  1. Conditions in Spain determining her colonial policy, extent of her settlements, outlook because of her policy.
  2. Policy of French Government, extent of her settlements, weak and strong points in her control, outlook for future.
  3. Policy of England.
    1. Her attitude towards Religious Wars on the Continent; toward the persecuted.
    2. Plans for increasing her power, *Merchant Marine*, *Colonies*.
    3. Her Settlements.
      - a. Jamestown, as a type of Southern.
      - b. Plymouth, as a type of Northern.
      - c. N. Y. and Penn. as a type of Middle.
      - d. Summary of all as to extent, time, noted characters and movements.
      - e. Life in the Colonies.
- IV. The Period of Inter-Colonial Wars.
  1. Change in Character of European Wars, from Religious to Struggle for Territory.
  2. Warfare carried to New World.
    1. Names of wars, time limit, territorial changes.
    2. Final Struggle for supremacy in French and Indian War.

#### SEVENTH GRADE WORK.

- V. The Period of Revolution.
  1. The Struggle for Rights as Englishmen.
    1. Conditions as results of French and Indian War.
    2. British Aggressions.
    3. Effort to put down rebellion in New England.
  2. The Struggle for Independence.
    1. The Struggle for the Center.
    2. The Struggle for the South.
    3. Financial Troubles during War.
    4. Franklin's work in Europe.
    5. The Treaty.
- VI. The Period of Weakness.



## *The Northern Illinois State Normal School.*

1. The Growth of the Idea of a Union.
2. The Articles of Confederation.
3. The Critical Period.
4. The Annapolis Convention.
5. The Philadelphia Convention.
6. The Constitution.

### VII. The Period of National Establishment. 1789-1823.

1. Washington's Administration.
2. John Adam's Administration.
3. Thos. Jefferson's Administration.
4. Chas. Madison's Administration.
5. Jas. Monroe's Administration in part.

Review as Whole Movements for the Period.

1. Influence of such men as Jefferson, Washington, Hamilton, Marshall.
2. Territorial Growth of U. S.
3. The Government Banking System.
4. The Growth of Manufactures and the Tariff problem.
5. Foreign Troubles.

France, Spain, Barbary States, England, Monroe Doctrine a proof that the Period is well named.

6. Inventions—Internal Improvements.
7. The Westward Growth.
8. Political Parties and their Policies.

## EIGHTH GRADE WORK.

### VIII. Period of Expansion.

1. James Monroe's Administration.
2. J. Q. Adams's Administration.
3. Andrew Jackson's Administration.
4. Martin VanBuren's Administration.
5. Harrison and Tyler's Administration.
6. James K. Polk's Administration.
7. Taylor and Fillmore's Administration.
- 8 Continued Summary of same points 1 to 8 as at close of VII.

Period of National Establishment, with new topic.

9. Slavery in America. (Review from 1619 to present time preparatory for its continuation in next Period).

The study continues by administrations, also the summary of points together with the new ones as indicated by the titles of the following periods.

### IX. Slavery and Secession.

1. Franklin Pierce's Administration.
2. James Buchanan's Administration.

3. The Civil War.

1. To Suppress Rebellion.

- a. Without freeing any slave.
- b. By freeing some and leaving some.
- c. The Plan of the War:—  
The Blockade.  
Campaigns against Richmond.  
To Open Mississippi River.  
To Cut Confederacy in Two.

X. The Reconstruction Period.

- 1. Under Lincoln.
- 2. Under Johnson.
- 3. Under Congress.

XI. Development since the War.

- 1. Of the "New South."
- 2. Of the National feeling.

References:—(Other than U. S. History, School Text, Lives of Leaders, etc).

Period I European History.

Period II Romans Discovery of America, Vols I and II.  
Thwaites' Colonies.

Period III { Industrial History of England.  
              { Thwaites' Colonies.

Period IV { Hart's Formation of the Union.  
              { The Struggle for a Continent.

(Continued from Parkman's).

Period V { Fiske: American Revolution. Vol's I and II.  
              { Fiske: War of Independence.

Period VI. { Fiske: Critical Period.  
              { Hart: Formation of the Union.  
              { Civil Government.

Period VII. { Lives of Presidents.  
              { History of the U. S. Navy.  
              { Industrial Development of U. S.

Period VIII. { Wilson's Division and Reunion.  
              { Wilson's Rise and Fall of Slave Power in America.  
              { Rhode's Histories.

Period IX. Blaine's Twenty Years in Congress.

NUMBER.

The first consideration in number teaching is to develop a lively "number sense" that quickly and nicely perceives number relations, that detects incongruities, that images magnitudes in their relation accurately, that guides the mind with directness and confidence in its thinking of numbers. The initial work is based on the conception that number is a "phase of thinking;" that it "arises from constructive (psychical) activity; from the actual use of certain things (material,

## *The Northern Illinois State Normal School.*

tools) to reach a certain (definite, preconceived) end:" that "the pupil may (must?) perform many operations and reach definite results by implicitly using the ideas they involve long before these ideas can be explicitly developed in consciousness;" that "rational action (constructive use) will pass over of itself when the time is ripe into abstract reasoning." (Dewey: *Psychology of number.*)

In Grades I and II, therefore, there should be no distinctive number classes for drill in the formulation of abstract number combinations. Facilities will be provided for much constructive work, with special effort to invent exercises related to work in hand in other lines, according to suggestions contained in the outline of related number given below.

This outline is intended only to show how simple a matter it is to set the child to thinking numbers naturally and easily as an inevitable phase of his activity in dealing with things and in his associations in school. No attempt is here made to grade this work in the usual sense of that term; that would at once introduce a formality which is hostile to its spirit and purpose. The nature of the work relative to the other school and home interests and to the capability of the children is a sufficient guide.

In Part III, Construction, the end is not the making in itself, but thinking out sets of conditions and discovering how to adjust tools and material to fulfill such conditions, and then realizing the discovery in tangible execution. The exercises should be contrived and presented in such a way as to stimulate the child to devise the construction needed and the method of execution. This will, of course, involve technical instruction as to use of things given to work with. Dictation exercises are valuable for this purpose. The ability to take and carry out directions is none too common and is worth seeking to develop. While not the prime considerations, accuracy and beauty of construction are to be sought constantly, without sacrificing or impairing the greater ends of this work.

### RELATED NUMBER WORK.

I. Administration.—(1) Attendance. Pupils counted—by ones, by twos, by unequal addends.

Count and see how many boys present in row 1. How many girls? How many pupils? How many boys absent? How many girls? How many pupils? Same for row 1, 2, 3, etc., in the school.

How many boys belong in row 1? How many are there? How many must be away?

(2) Distribution of material by rows or by classes or both. A monitor for each row comes to teacher. How many sheets of paper, pairs of scissors, pencils, books, etc., do you need? Teacher hands him some.

How many have you? Is that as many as you need? Do you need as many as that? How many more do you need? Return me all you do not need. Or, child goes to supply and counts out for himself, under teacher's eye, what he needs; encourage to count not only by ones, but by twos and threes, or to count by unequal addends.

Where practicable, appoint monitor to take teacher's place in supervising distribution of material.

(3) Reading. Finding page by number. Finding line on the page or word in the line by number. Finding line or given word on which drill is being given; find it again; again; how many times to be found? Group words phonetically; by rhymes, etc.; how many in each group? Number as involved in stories told or the subject matter of the reading lessons.

II. Science.—(1) Weather record. Days and dates. Find date by addition from day to day, Friday to Monday; character of weather denoted by disks of colored paper; number of clear, cloudy, rainy, etc., days in the week? in the month? Comparisons; averages. Prevailing winds. How many days had we a west wind? Northwest? Northeast? South? Of which had we the most?

(2) Thermometer; children taught to read. Draw to scale; on board, 1 in. equal 2 degrees; on paper, 1 in. equal 10 degrees. Draw five side by side on one sheet; mark daily readings; at end of week connect points of daily marking, so getting graphic representation of variation. As children are able, change scale to  $\frac{1}{2}$  in. equal 2 degrees,  $\frac{1}{4}$  in. equal 2 degrees.

Comparisons:—How many degrees higher, lower, to-day than yesterday? etc.

(3) Time. Hours, half hours, quarter hours;  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$  of 60 min. Counting by fives first on clock face, then independently, to 30; to 60; products of 5 min. to 12 times 5. Multiples of 5 min. plus 1, 2, 3, 4 minutes.

Making clock face. See Construction.

(4) Measurement. Children measure each other. Growth of twigs—comparisons. Soils—definite amounts measured out by the children; loam, sand, etc., separated, measured and compared. Weights—absorption of water by seeds; elements of soil compared.

III. Construction.—(1) Learning the foot rule, graduated at first to inches, then to half inches, and so on, to ordinary ruler. Compare with 1 in., 2 in., 6 in., sticks. Compare these with each other. Stick-laying, using sticks of above lengths.

(2) Ruling lines, squares, oblongs to dictation and scale. Sheets for weather record. Wind charts—thermometers, etc. Record sheets—score cards—for games. In all construction, children make any computation necessary to get total lengths and breadths and effect of any allowance, e. g., laps in making boxes; for cover of a box compared with the box itself.

## *The Northern Illinois State Normal School.*

(3) Related objects. Trays of paste. Boxes for various shapes and sizes for seeds, soil, pencils, crayon, and other collections and material; for measure, cubic inch, two, four, eight cubic inches. Circle markers:—1 in. by 6 in., divided into inches:  $\frac{1}{2}$  in. by 6 in., divided into  $\frac{1}{4}$  inches. Circles of colored paper for weather record. Clock dials on board. Draw with strings, making outer circle 12 in. in diameter, inner 10 in., the inner 5 in. Envelopes, book covers, etc. Mounting sheets.

(4) The School Garden. Children assist in planning beds, in all calculations involved here, in the developments of germination and growth, and in the results.

(5) Objects suggested by Literature or Reading. Story of Three Bears: Tables, chairs, beds; Hiawatha: wigwam, canoe, bow and arrows; Eskimo: igloos, sleds, etc.

IV. Games.—One large advantage of games is the opportunity to carry over the number notion and processes into the children's own field of activity beyond the walls of the school-room and the immediate urgency of the teacher. Any game to which a score may be put can be thus used. Children should make this practicable. Results should come under review of the teacher. Hints as to rapid and easy combination in making up scores should be freely given.

As the children, as classes or individually, give evidence that they have made abstractions of number facts, they should be led to formulate them, and these formulations should be frequently called for. These need not, will not, and even should not come in any fixed order, but the teacher should make note of them as they come.

During the second year—at any rate, during the latter half of it—the pupils should be definitely expected to know.

- a. The primary and many secondary facts of addition and multiplication and the correlative facts of subtraction and division.
- b. How to count to 100 by 1's, 2's, 10's, 5's, 11's and perhaps by 3's and 4's.
- c. How to read numbers by Arabic figures to 100, and by Roman figures such numbers of lessons or pages as occur in books they are using.
- d. Much about fractions and their use.

Definite tests should be given to ascertain what they know and exercises should be planned to supply deficiencies. However, the limits given above are too broad for any class and for any pupil by whom they cannot be reached on the basis laid down.

In Grades III to VIII, the Young and Jackson Arithmetics will be used as text-books.



Note.—In using the above series, teachers should keep carefully in mind

- a. That these books are not only a presentation of the subject-matter of Arithmetic, but more especially a method of presentation; that to handle the work properly the teacher must know this method; and that a careful and continual study of preface and foot notes is essential to a sufficient teaching knowledge of the grade work.
- b. That the method of the book is progressive; hence the teacher must be thoroughly acquainted with the work that precedes and follows that which she is to do.
- c. That before a given lesson is assigned, the children should have been prepared for it by previous instruction.
- d. That the decimal arrangement of the book is intended to facilitate carrying out these suggestions and maintaining the unity of the general subject of Arithmetic.
- e. That it is not intended, in presenting a subject in a given lesson, to exhaust the subject, but only the given phase as a development of the previous lesson.

In all teaching, observe faithfully the following suggestions:

1. Help pupils to a careful reading and interpretation of the problem before an attempt is made to solve the same. In other words, aim to have pupils do clear imagining and see relations.
2. Seek for readiness in reaching approximate results.
3. Require accuracy and rapidity in the performing of operations. This will be gained by thoughtful repetition.
4. Require logical reasoning and clear, direct statement of steps in the solution of problems; avoid undue verbiage.
5. Give pupils occasion to apply the arithmetic learned in the schoolroom to problems of every day life; look for that sort of problems.
6. Acquaint them with some actual business methods, as gained from men in actual business—men of the various trades and special business, contractors and manufacturers.
7. Pupils should possess a body of useful number facts, well learned.
8. Pupils should possess an attitude of mental independence toward number and the handling of number, and independent skill in good "short methods".

References:—McLellan and Dewey's *Psychology of Number*; Cook's *Methods in Written Arithmetic*.



## INVENTIONAL GEOMETRY.

In Grades VII and VIII, Inventional Geometry will take the place of Arithmetic one day a week, following the outline of topics given below.

### 1. Cubes:—

Note.—A solid—like sides, called squares; straight edges—same length—corners alike—made by lines meeting across; therefore right or square angles.

Construction of cube. Position of its surfaces, if placed out flat.

Problems (inductive.)—Number of sides, edges, corners, etc. Relative number, perimeter of surface, area of surface, volume of cube.

Terms developed from surfaces. Lines, the intersection of surfaces; the boundary of surfaces; shortest distance between two points; path of moving point; kinds of lines, as to position of surfaces—vertical, horizontal, oblique.

Terms developed from cube.—Horizontal surface, parallel surfaces, vertical surfaces, perpendicular surfaces.

Construction.—Straight. How to divide a straight line into a number of equal parts; erect a perpendicular to a given line at any point; drop a perpendicular to a given line from any point without; draw a line parallel to a given straight line; construct a square (two ways).

Application: Measure of Volumes.

### 2. Parallelopiped.

Comparison with cube.—In number of surfaces; length of edges; kinds of surfaces represented.

Rectangle.—Area of surfaces—perimeter; volume of parallelopiped; comparison of surfaces considered thus far (4-sided); classification of all 4-sided surfaces or quadrilaterals.

Parallelograms.—Right angled—rectangles and squares; not right angled, rhomboid and rhombus.

Trapezoid and trapezium.

Angles represented here not right angles; how named. Acute and obtuse angles; supplementary and complementary angles.

Construction.—Right angle; to bisect an angle; to construct angles of 45 degrees,  $22\frac{1}{2}$  degrees; rhombus rhomboid, etc., one side given to construct angles of 60 degrees—no proof; to construct angles of 30 degrees, 150 degrees, etc.

Application:—Diagram of house or granary placed on board, drawn to scale. Find perimeter of each room. Find wall surface of each room; floor surface of each room. Find cost of carpeting each room; of papering each room; of plastering each room; of excavating for cellar; of building foundation. If the building be a granary, find capacity in bushels of room A, etc. If room be a cistern, find its capacity in gallons, in barrels.

3. Prism.

Meaning of term.

Parts; bases, lateral faces.

Name according to shape of bases. If three sided bases, triangular.

Kinds of triangles as to length of sides—equilateral, isosceles, scalene.

Review of triangles illustrating each; parts of an angle; explain protractor; estimate and prove the size of different angles in the triangular base of prisms.

Construction of prisms of different bases.

Computing the area of the surface of the prism—area of triangle found by experiment.

Construction of triangles with protractor and ruler.

Construction of triangles, given two sides, angle of 45 degrees.

Construction of triangles, given one side and two adjacent angles.

Construction of perpendiculars from middle points of triangles.

Dropping perpendiculars from vertices of triangles; lines meet at a common point. Illustrate that angles of a triangle equal two right angles.

Problems.—Given one angle of an isosceles triangle, to find others, etc.

4. Solids having curved surfaces—Cylinder.

Surfaces: Two parallel plane surfaces, one curved surface.

Construction of a cylinder—compare with prisms, bases, sides.

Base of a cylinder, a circle.

Definition of a circle. Parts—center, circumference, radius, diameter, arc, chord.

Comparison of diameter and circumference (inductively).

Comparison of a circle and square; relative areas of the two.

Area of curved surface of a cylinder. Volume of cylinder.

Applications.—Measurements of cisterns, barrels, casks, bottles, cylindrical tin vessels. drain tiles, etc.

5. Sphere.

Surface, everywhere curved.

Few terms in connection with sphere;—great and small circles, poles.

Compare with earth. Terms:—Hemispheres, circles, tropics, longitude, latitude.

## NATURE STUDY.

This work is under the general direction of the head of the Science Department. Outlines are prepared amplifying the course of study and forecasting the studies of each month; each topic is elaborated and discussed with the student teachers in regular teachers' meetings.

## *The Northern Illinois State Normal School.*

The daily work is under the constant observation of the critic teachers and in immediate touch with the science laboratories.

In the lower grades, the studies are of an informal nature, aiming to acquaint the pupil with the more familiar features of his environment and to foster in him a sympathetic interest and a spirit of inquiry. In the intermediate classes there is an increasing emphasis upon the interpretative, experimental and economic aspects of the study. There is also an increasing opportunity to elucidate and enrich the other lines of study, and to exhibit the practical bearing of scientific knowledge on the conditions of living and on commercial and industrial processes. The course calls for much experimentation; such investigations must be developed inductively and must be the pupil's means of solving problems which have arisen in the classroom. In the grammar grades there is occasion to organize and systematize the studies so that they take on in considerable measure the aspect of elementary science.

In each grade some form of individual nature-study notebook is kept, serving as a record of the work done; nature notes and calendars are preserved from year to year. While the topics chosen are determined largely by the changing panorama of the seasons, there is nevertheless considerable correlation with other studies. In all grades, in the winter term, ten weeks are devoted to the study of Human anatomy, Physiology and Hygiene, including instruction as to the effects of alcohol, tobacco and narcotic poisons, as demanded by the Illinois law. In the spring term, especially, the school garden receives appropriate attention. In each room, collections are made of nature study material, to remain as the permanent property of the school.

In the course which follows, more material is suggested than can be treated in the time allotted; there is opportunity, and even necessity, for choice. But throughout this work the purpose is not to cover ground, but to develop appreciation and power. The soul of nature study is in the attitude it engenders.

(References marked (N.) are printed leaflets issued by the Science Department under the title of "Northern Illinois Nature Studies." They are distributed to the students in the department and to student teachers in charge of nature-study classes).

### FIRST GRADE.

#### FALL.

Report and discuss summer experiences out-of-doors.

Identify the most common fall flowers; make flower chart; record dates. Make excursions to collect; pick only one specimen of each plant.

References:—Blanchan's *Nature's Garden*; Mathew's *Fieldbook of American Wild Flowers*.

Picture the landscape at first of each month.

Make a weather chart (daily record) for each month, using colored circles to indicate kind of day. Ornament the chart with appropriate drawing or with seasonable science material. (N.)  
Weather Study in Primary grades.

Seed dispersal in thistle and milkweed.

- References:—(N.) Studies in Seed Dispersal; Beal's Seed Dispersal; C. M. Weed's Seed Travelers; Dana's Plants and their Children; Lubbock's Flowers, Fruits and Seeds.

Identify a few of the most familiar trees; note differences in leaf coloration in different oaks; collect autumn leaves and make chart.

References:—(N.) The Oaks; Keeler's Our Native Trees.

Study flower of evening primrose and nasturtium.

References:—Bailey's Lessons with plants; (N.) October.

Plant fall bulbs, etc. (See Second grade.)

References:—(N.) October.

Identify those common birds which are flocking to go south; robin, bluebird, bronzed grackle. Look for winter birds from north. Study only such as can be readily observed.

Reference:—(N.) Bird Study in the Primary Grades.

Note garden activities in the fall. Gather nasturtium and sunflower seeds and lima beans for planting next spring. Method of choosing, labelling and preserving seeds. Identify fall vegetables.

The apple, in connection with Thanksgiving, studied in detail. Plant seeds of apple and other fruit trees.

References:—McMurry's Nature Study Lessons; Dana's Plants and Their Children; Teacher's Leaflet, College of Agriculture, Cornell University, No. 3.—Four Apple Twigs.

The locust: habits, means of protection; organs of special sense. Comparison with grasshopper and katydid. (N.) The Locust and its Relatives; Scott's Nature Study and the Child; Colton's Zoölogy, Part II.

The first snow; study crystals; compare with frost and ice.

The cat: Habits, adaptations, food, enemies, special senses, mental traits, usefulness, harmfulness.

References:—

Schmeil's Introduction to Zoölogy; Brehm's life of Animals; (N.) Pet Animals; Hodge's Nature and Life; Scott's Nature Study and the Child.

Clothing: Hygiene of dress. Purpose of clothing. Kind of material. One week devoted to this subject as a topic in physiology.

References:—(N.) Hygiene for Primary Grades; Overton's Applied Physiology.

## *The Northern Illinois State Normal School.*

The Christmas tree: Study of the character of the Norway spruce. why is it suitable for a Christmas tree? What manner of life does it lead? Form, mode of branching, foliage.

References:—(N.) The Christmas tree; (N.) Light Relation in the Pine Tree.

### WINTER TERM.

Weather chart of each month.

Clothing (continued from fall term). Dangers from tight clothing; from wet clothing; necessity for change of clothing, etc. Air-ing of bed clothing. Parts of the body needing extra precau-tion, danger of too early change of clothing when warm weather comes. etc.

The mouse studied in captivity in suitable cage made by or under the direction of class. Habits, mode of life, adaptations, distri-bution, harmlessness. Different species.

References:—Brehm's Life of Animals; McMurry's Nature Study Les-sons; Stones and Cram's American Animals; Schmeil's Intro-duction to Zoölogy.

Food: eating and drinking. Our bodies compared to a stove or to an engine. Activities of the body; necessity for food, growth, exercise, good air and water; sleep; regular habits. What and how to eat. Care of teeth. Cooking. Drinks; ice water; tea and coffee; alcholic beverages; temperance in all things. Ef-fect of tobacco.

References:—Krohn's Graded Lessons in Hygiene; (N.) Hygiene for Primary grades.

Care of house plant: necessities; water, light, temperature, soil. Plant nasturtium in window boxes. The bulb plants planted last fall should be of interest now; see that they are properly watered and cared for. Keep a full record of their development,—dates, sketches, measurement, etc.

The frog (from an aquarium). An animal from the pond: its habits; temperature, hibernation. Locomotion, protective coloration, breathing, croaking. Food; enemies. What shall we look for in the spring? (N.) The frog. Life in Ponds and Streams. Schmeil's Introduction to Zoölogy; Dickerson's The Frog Book.

Breathing: ventilation. Need for air; effect of exercise. How to breathe; extent of lungs; posture. Fresh air; how to ventilate school room, bedroom, etc.

Reference:—(N.) Hygiene for Primary Grades.

Special senses.

Reference:—(N.) Hygiene for Primary Grades.

Emergencies.—

Reference:—(N.) Hygiene for Primary Grades.



## *Catalogue and Course of Study.*

The Horse—disposition, habits, adaptation, uses, kinds, ancestry.

Reference:—Shaler's Domestic Animals; (N.) Pet Animals; Brehm's Life of Animals; McMurry's Nature Study Lessons, Leaflets published by C. M. Parker, Taylorville, Ill., Davenport's (1.) The Horse and His Relatives, (2.) Story of Breeds of Horses, (3.) Some Points of good Horsemanship; Schmeil's Introduction.

Watch for returning birds. Habits of English sparrow, robin and bluejay.

Reference:—(N.) Bird Study in Primary Grades.

Weather chart for each month. Date of last snow, ice, etc.

Reference:—Weather Study for Primary Grades.

Vacation observations: spring changes; "Signs of Spring;" spring games, anticipations. Exchange of seeds for home garden.

### SPRING TERM.

The Pussy Willow.

Elm, soft maple and willow twigs; flower and twig bud. Later collect and plant seeds of each.

References:—(N.) Spring Study of the Elm Twig; Scott's Nature Study and the Child; Newell's Outlines for Lessons in Botany.

Apple twig; bud; blossom and developing fruit.

Early growth of herbs, with special reference to underground part. Identification of the dandelion, thistle, burdock, etc.

Study of caged canary.

Identification habits of a few most familiar birds: flicker, meadow lark, crow.

References:—(N.) Bird Study in the Primary Grades; McMurry's Nature Study Lessons; Bulletin No. 6. U. S. Dep't Agriculture, Division on Ornithology and Mammalogy—The Common Crow, and Bulletin No. 7.—Food of woodpecker.

References:—Brehm's Life of Animals; (N.) Pet Animals; Stone and Cram's American Animals; McMurry's Nature Study Lessons.

Study of frog spawn and developing tadpole: excursion to pond; care of aquarium.

References:—(N.) The Aquarium; Morgan's Development of the Frog's Egg.

Identification of a few common spring flowers: flower chart with dates. Special study of buttercup, violet and wild geranium.

Collect and plant wild flower seeds.

References:—McMurry's Nature Study Lessons, Blanchan's Nature's Garden.

Garden: Gladiolus, lima bean (climbing), popcorn, sunflower, tiger lily nasturtium, seeds of wild flower and of elm and silver maple.



SECOND GRADE.

FALL.

Report summer observations and activities.

Care of garden. Study lima bean and sunflower.

Note outlines for First Grade; identify additional birds, trees, and fall flowers; special study of a few common ones, easily observed.

Prepare earth and plant fall bulbs of narcissus in pots or window boxes; start bulbs of Chinese lily, or paper white narcissus in bowl of water on pebbles; study a bulb to learn what it is. Follow development of these plants in science notebooks, with notes and drawings; record dates of planting, appearance above ground, blossoming etc.

Reference:—(N.) October.

The cricket: its peculiarities of behavior; color, form, male and female; comparison with locust. (N.) The Locust and its Relatives.

Cabbage butterfly: life history; collect other common butterflies, caterpillars and cocoons to keep over winter.

References:—Holland's Butterfly Book; Dickerson's Moths and Butterflies; (N.) Some Common Butterflies.

Seed dispersal in burdock, sticktight, and cocklebur. (N.) Studies in Seed Dispersal; Beal's Seed Dispersal.

Distinguish acorns of red, scarlet and burr oaks; plant acorns and other nuts in partial shade. (N.) The Oaks; Keeler's Native Trees.

The cow.

The pumpkin plant, flower and fruit; in connection with Thanksgiving. (N.) Thanksgiving Nature Studies.

Review topic of clothing.

The pine tree; compared with Norway spruce. Cones.

Weather chart for each month, with disc for kind of day and arrow for direction of wind. (N.) Weather Study for Primary Grades.

WINTER.

Review topic of food, eating and drinking; effect of alcohol and tobacco. Review topic of breathing, ventilation and exercise.

Emergencies. Treatment of cuts, scratches, bruises, burns, nosebleed, frostbite, choking, fainting, broken bones, foreign substances in eye, sting of insects, etc. (N.) Hygiene for Primary Grades.

A study of Frost, Snow and Ice.

Special senses. Means of gaining knowledge or pleasure. Care of each organ; care of hands.

The gold fish; also a fish from market.

Reference: (N.) The Goldfinch.

Intemperance; abuse of the body by use of alcoholic and narcotic poisons.

Good habits: cleanliness, posture, language, courtesy.

Bulb plants in blossom.

The dog, studied as was the cat last year.

References: Shaler's Domesticated Animals; Hodge's Nature Study and Life; Brehm's Life of Animals; (N.) Pet Animals; Schmeil's Introduction to Zoölogy.

Study of the English Sparrow.

References: Hodge's Nature Study and Life.

The winter birds. Identification and habits of those available. Attraction by food.

References: Hodge's Nature Study and Life. (N.) "Winter Birds;" Blanchan's How to Attract the Birds.

Plant pansy seed in window box. Care of house plants.

The hen.

Reference: McMurry's Special Method in Science.

Weather chart, noon shadow, phases of moon, north star, etc. Individual weather record for week prepared by each pupil.

Spring signs.

#### SPRING.

Bird calendar. Study screech owl, hawk, blue jay, blackbirds, or other birds of the neighborhood. Do not overdo pictures.

Identification and calendar of oaks; leaves and blossoms. (N.) The Oaks; Keeler's Our Native Trees.

Identification of spring flowers; plant wild flower seed; special study of spring beauty, mandrake, wild rose.

Biographical study of dandelion.

References: Bailey's Lessons With Plants; Scott's Nature Study and the Child.

Collect and plant tree seeds; catalpa, locust, red elm, white elm, silver maple, willow, cottonwood.

References: Hodge's Nature Study and Life. (N.) Spring Studies With Trees.

Pond animals; Excursions to obtain material: crayfish with young; frog spawn: insect larvae (dragon fly, water tiger, etc.). (N.)

Pond Studies; Furneaux's Life In Ponds and Streams.

The gopher.

Reference: Brehm's Life of Animals.

Garden: morning glory, aster; gourds, cucumbers, radish, pumpkin  
Transplant pansies. Tree seeds or seedlings.

*The Northern Illinois State Normal School.*

THIRD GRADE.

FALL.

Care of garden:

Morning glory: study plant and flower; collect seed. Other climbing plants: woodbine, Poison ivy, Boston ivy, wild cucumber, wild grape, etc.

Seed dispersal in dock, violet, balsam and tumbleweed.

Roadside plants, (N.) Studies in Seed Dispersal.

Gather and plant seeds of ash, box elder, pine, etc. Obtain seedlings for transplanting. Preserve collection of tree seeds in vials.

Reference: Hodge's Nature Study and Life.

Insect preparation for winter; try to get locust to lay eggs in box of soil; make provision for hibernation of certain butterflies and for pupation of certain caterpillars. Monarch and mourning cloak butterflies.

References: (N.) "Some Common Butterflies," Dickerson's Butterflies and Moths, Scudder's Guide to Butterflies.

Fallen leaves. Autumn bonfires; value of ash. Sprinkle ash or powdered dead leaves upon house-plant and upon tree seeds, or seedlings in nursery bed. Leaf mould. How rich soil is formed.

Preparation and planting of tulip bed. (N.) October.

Autumn activities of garden, farm and orchard; in connection with Thanksgiving. (N.) Thanksgiving Nature Studies.

Barnyard fowls.

References: Shaler's Domesticated Animals; McMurry's Special Method in Science; Watson's Farm Poultry.

Study of the pumpkin plant in the school garden.

Rosette habit in plants. Field study of thistle, mullein, plantain etc. Relation to light, cold, moisture, etc.

Reference: Coulter's Plant Studies.

Pebbles. Life history of river, lake and glacial pebbles.

Reference: Charles's How to Read a Pebble.

Weekly weather books kept by each pupil. Familiarity with thermometer.

Stock an aquarium with various forms of pond life before the water freezes.

Garden vegetables: storing, preparation, ways of cooking, Purposes of cooking. The cooking of other foods. A topic in Physiology.

Reference: Farmers' Bulletin, No. 94. The Vegetable Garden

WINTER.

Winter birds. Three food groups: woodpeckers, sparrows, birds of prey. Economic values as destroyers of insects, weed seeds and rodents. Migration problem largely a question of food supply; attracting the birds.

## *Catalogue and Course of Study.*

References: (N.) "The Woodpeckers;" (N.) "The Sparrows and Their Relatives;" (N.) "The Birds of Prey;" (N.) Winter Birds; Blanchan's How to attract the Birds.

Hygienic problems. Enlarging upon work of previous grades, consider questions of clothing, cleanliness, food and drink; habits, postures, exercise, breathing, ventilation, special senses, emergencies and minor accidents; contagious diseases. (N.) Hygiene for Primary Grades.

Uses of Fire about the house; lighting; heating, cooking, laundry. Kinds of fuel; methods of use; danger, etc.

Elementary anatomy and physiology. Appealing to experiment and experience, teach nature and function of stomach, heart, lungs. Effect of alcoholic and narcotic poisons upon these organs.

References: Krohn's Graded Lessons in Hygiene.

Care of house plants. Experiments on ascent of sap and transpiration. Plant sweet peas in window box. Importance of food storage in seed; experiment upon pea seeding, removing cotyledon.

References: Coulter's Plant Studies; Bergen's Foundations of Botany; (N.) "Experimental Plant Physiology."

The rabbit; (N.) Pet Animals; (N.) the School Zoo.

The toad from aquarium or from hibernation in window box.

Reference: Hodge's Nature Study and Life.

Weekly weather book. (N.) Weather Study for Primary Grades.

### SPRING.

Tree Calendar; awakening of winter bud; transplanting of tree seedlings; excursions to obtain seedlings.

Further studies of familiar birds; nesting habits; peculiarities of flight.

Wild flowers; transplant to garden. Make room herbarium.

Collect toad spawn and rear tadpoles; excursion to pond.

References: Hodge's Nature Study and Life; (N.) Pond Studies; Holmes' Biology of the Frog; Morgan's Development of the Frog's Egg.

Injurious insects of the garden. Potato beetle, cucumber beetle, cabbage butterfly, squash bug. Insectivorous animals; toad and bat; birds.

References: Smith's Economic Entomology; Hodge's Nature Study and Life.

A Study of the lawn: making, rolling, seeding, fertilizing, watering, mowing; weeds, insects, birds, shrubbery, etc.

References: Bailey's Garden Making; Country Life in America, March, 1906.

## *The Northern Illinois State Normal School.*

Insect galls on trees. Pine cone willow gall; coxcomb elm leaf gall.

Reference: (N.) "Insect Galls on Trees."

The tulip bed, care of bed planted last fall; study of tulip flower.

Reference: (N.) The Lily Family.

The clovers: white, red and sweet. Economic importance; provision for insect visitation. Study of the flower head. The making of lawns. The work of bumblebees; the bumblebee home and life history.

References: Bailey's Lessons with Plants; Darwin's Origin of Species; (N.) The Clovers and Their Relatives.

Garden: Flax, carrots (for rabbits, etc.), potato, lily of the valley, sweet peas, poppy, California poppy.

### FOURTH GRADE.

#### FALL TERM.

Report of summer outings: nature discoveries and experience.

Care of the garden: gather and store carrots and potatoes.

The locust and its relatives (orthoptera); adaptations to modes of life; comparative study of locust, grasshopper, cricket, katydid and walking stick. Other instances of protective resemblance.

References: Needham's Zoölogy; Riley's Destructive Locusts; Comstock's manual for the Study of Insects; Jordan and Kellogg's Animal Studies; (N.) The Locust and its Relatives.

The corn plant and its relatives (grasses and grains). Biological and economic study.

References: McMurry's Special Method in Nature Study; Sargent's Corn Plants; Baily's Lessons with Plants.

Planting of fall bulbs.

References: (N.) October.

Animals of the pond. Turtle, mussel, snail, crayfish, muskrat.

References: (N.) Pond Studies. Turneaux's Life in Pond and Stream.

Animals of the Zoo: a study of wild animals in captivity. Wolf, fox 'coon, red squirrel, flying squirrel, 'possum, rabbit, bear, etc. Pet animals. Habits, food, distribution, relatives, domestication, disposition. Game preserves; trade in wild animals for menageries. Domestic animals; origin, ecology, breeds, characteristics, care of the young; commercial products and related industries.

References: Schmeil's Introduction to Zoölogy; (N.) "The School Zoo;" Hornaday's Nature History; Shaler's Domesticated Animals; Brehm's Life of Animals; Stone and Cram's American Animals; (N.) Pet Animals: Romanes' Animal Intelligence; Bostock's Training of Wild Animals; readings from Burroughs, Thompson-Seaton. Long.



## *Catalogue and Course of Study.*

The turkeys wild and domesticated: in connection with Thanksgiving. (N.) Thanksgiving Nature Studies; Shaler's Domesticated Animals.

Kinds of teeth; structure and care of teeth. Anticipated in the study of mammals. Comparative study of mastication. (N.) The teeth.

### WINTER TERM,

Planets, stars and constellations: the north star, the dipper, Orion, Pleiades, Cassiopeia, (Star of Bethlehem), Phases of the Moon. Use of stars by navigators.

References;—Ball's Starland; Cerviss' Astronomy with an Opera Glass.

A study of levers. Developed inductively. Begin with the crowbar as a tool; its different uses. Go slowly; use very many illustrations, suggested so far as possible by the class. Talk about three ways in which it may be handled—but not about "three classes of levers." Discover that a teeter-totter is a crowbar; ditto a wheelbarrow, etc. Use the term "lever" only toward the end of your study. The fore arm is a lever.

Reference:—Murches's Science Readers, Book VI.

Bones: the framework of the body. Bones as levers; attachment of muscles: support; protection; structure; kinds; the skeleton; accidents; hygiene.

Forms of exercise; the muscular system. Identification of familiar muscles; hygiene of exercise. Effect of modern city life. Athletic games; physical education among Greeks, Germans and other peoples. The gymnasium; uses of different apparatus; bodily measurements and tests; developing special organs. The tobacco heart.

Reference: Blaisdell's Our Bodies and How We Live.

Study of the candle, the oil lamp and the stove. Capillarity; draughts; currents of air; products of combustion. Conservation of matter.

Structure, function and care of the skin. Bathing. Effect of alcohol on the nervous system.

Sanitary problems of the cellar; drainage; sewerage; the cold room; deodorizers.

The window garden; "flats."

References: (N.) The Window Garden and the Hotbed. Numbers of Garden Magazine and Country Life in America.

Forms of water; evaporation; freezing; solutions; filtering: etc.

History of a raindrop. Drinking water; ice water. The refrigerator. Hard and soft water.

Reference: Scott's Nature Study and the Child.

Cleanliness in the kitchen; sink; vent; disposal of waters, smokes and gases. Insects, moulds, etc.



## *The Northern Illinois State Normal School.*

### SPRING.

The elm tree; flower buds and twig buds, significance of size, position, time of development; the age of twigs; bud arrangement and its effect upon the character of the branch and tree. Kinds of elms; historic elms. Calendar of elm tree.

References: Keeler's Native Trees; Newell's Reader in Botany; Bail's Botany; (N.) "Spring Study of the Elm Twig."

The woodpeckers. Biographical studies of our five common woodpeckers; the common characters of the group; economic value.

References: (N.) "The Woodpeckers;" Eckstrom's Woodpeckers; Bulletin No. 7, Div. of Ornithology, "Food of Woodpeckers."

Wild flower garden; list of wild flowers known; calendar; underground parts.

References: Coulter's Plant Studies; (N.) Northern Illinois Flower Calendar.

Attraction of birds to the home grounds.

Poisonous Plants.

Reference: Farmers' Bulletin No. 86,—Thirty Poisonous Plants.

The pond; toad, mosquito, dragonfly. Metamorphosis.

Reference: (N.) Pond Studies.

The house fly.

Reference: Schmeil's Introduction to Zoölogy.

Comparative studies of shade trees.

Reference: Keeler's Our Native Trees.

The garden. Dahlia; carrot, parsnip; cotton, tree seeds. Varieties of radish and lettuce, to determine most desirable kinds. (The cotton is to be planted in a hotbed or in the schoolroom in April, and transplanted to the garden in May.)

### FIFTH GRADE.

#### FALL.

Care of the garden. Store carrots for Zoo animals. Bring cotton plant indoors.

Leaf coloration and leaf fall. Field and laboratory studies. Calendar.

References: (N.) "Autumn Studies With Plants;" (N.) October.

Water in the plant. Experimental studies suggested by preceding topic.

References: (N.) "Experimental Study of Water in the Plant;"

McMurry's Special Method in Elementary Science.

Special study of the oaks. Scarlet, red, bur and white oaks.

References: (N.) The Oaks; Keeler's "Our Native Trees."

Planting of nut tree and fruit tree seeds and seedlings; celebration of a fall arbor day. Take up dahlias.

Deciduous vs. evergreen habit in trees.

## *Catalogue and Course of Study.*

Forestry; forest preserves; uses of woods and mode finishing woods; collection of woods; pioneering; Pilgrims' Thanksgiving.

References: Pinchot's Primer of Forestry; Bincken's N. A. Forests and Forestry; Hough's Collection of Woods.

The floor; carpets; hard wood; dangers of dust.

Goldfish and Perch.

References: Colton's Zoölogy (two parts); (N.) "The Goldfish."

Thermometer; radiation, conduction, convection; expansion, etc.

Laboratory studies.

Monthly weather book.

### WINTER.

The nutritive process; ways and means of digestion. The parts of the digestive system; foods and foodstuffs; chemistry of digestion; temperance in eating, and drinking; effects of alcohol and tobacco. A ten weeks' connected study of the human body, with ample illustrative material from plant and animal life, and with many simple experiments.

References: (N.) "Physiology in Intermediate Grades," (N.) "Physiology for the Fifth Grade."

Common tools, plane, screw, wheel and axle, pulley, derrick, the compass; the magnetic needle.

Plant cabbage and eggplant in hotbed.

Reference: (N.) Window Garden and Hotbed.

Begin bird Calendár.

References: (N.) Birds to be Found in Northern Illinois in winter; (N.) Northern Illinois Bird Calendar.

### SPRING.

Plant pinks (*Dianthus*) in hotbed.

List of birds known. Bird Calender.

Reference: (N.) Northern Illinois Bird Calendar.

The sparrow; biographical studies of the sparrows and their relatives. Group characters. Economic value.

References: (N.) "The Sparrows and Their Relatives;" Weed and Dearborn's Birds in their Relation to Man. Chapman's Handbook of Birds; Bulletin 55, New Hampshire Agricultural Experiment Station, The Feeding Habits of the Chipping Sparrow; Bulletin No. 15, Division of Biology Survey, "Relation of Sparrows to Agriculture." Forbush, "Useful Birds."

The Audubon Society; its aims and its work; organization of a chapter.

References: Write Miss Mary Drummond, Wheaton, Ill., for Audubon Society Literature.

## *The Northern Illinois State Normal School.*

Transplanting; care of fruit bushes. Practical work with trees and shrubs.

References: Hodge's *Nature Study and Life*; Bailey's *Principles of Agriculture*.

Cuttings and potting of geraniums.

The trillium. Detailed study of the plant: morphology and function of the flower parts.

References; (N.) The Lily Family; Boyer's *Elementary Biology*; Weed's *Ten New England Blossoms*.

Identification and life histories of common weeds.

References: Yearbook, Dep't of Agriculture, 1895—Two Hundred Weeds; Yearbook, 1898—Weeds in Cities and Towns, (N.) *Some Common Weeds*.

The willow; tree, habitat, flowering, pollination, seeds, galls, commercial uses.

Reference: Bailey's *Lessons with Plants*.

Insect galls on trees; pine cone willow gall, coxcomb elm-leaf gall, currugated cottonwood gall, oak apple.

References: Comstock's *Manual for the Study of Insects*; (N.) *Insect Galls on Trees*.

Garden: Potato; tomato; cabbage; peanut; eggplant, sweet potato pinks; petunia; verbena; poppy; iris. Individual plots for all who desire them.

Reference: Bailey's *Garden Making*; *Garden Magazine*.

## SIXTH GRADE.

### FALL.

Care of the Garden.

The cabbage butterfly and its relatives (White and Sulphurs).

References: Holland's *Butterfly Book*; French's *Butterflies of Eastern U. S.*; Scudder's *Butterflies*; (N.) *Some Common Butterflies*.

Spiders; tarantula; scorpion; centipede.

References: Patterson's *The Spinner Family*; Report of Agricultural Experiment Station, Ithaca, N. Y., 1901.

Pebbles; rocks; glacial evidences. Collection of specimens.

References: Shaler's *First Book of Geology*; Charles's *How to Read a Pebble*; Tarr's *Physical Geography*.

Origin and composition of soils.

References: King's *The Soil*; Burkett, Storms and Hill's *Agriculture for Beginners*; Bailey's *Principles of Agriculture*.

The earthworm. Habits; economic importance; structure.

References: Darwin's *Action of Earthworms*; Sedgwick and Wilson's *Biology*.

## *Catalogue and Course of Study.*

Structure of soils; experimental study of soil moisture; capillarity, permeability, drainage, wells. Recall work on "Water in the Plant," done in fall term Fifth Grade.

References: Hodge's Nature Study and Life; Johnson's How Crops Grow; Johnson's How Plants Feed; Bailey's Principles of Agriculture; (N.) Water in the Plant; (N.) Experimental Study of Soil Moisture.

Planting of all bulbs. Preparation of soil.

(N.) "October."

Birds as weed destroyers. Economic study of the sparrow tribe. Collection of weed seeds.

References: (N.) Birds as Weed Destroyers; (N.) The Sparrows and Their Relatives; Weed and Dearborn's Birds in their Relation to Man.

Corals; fossils; minerals; collection and study of specimens.

References: Le Conte's Geology; Dana's Corals and Coral Islands; Crosby's Common Minerals and Rocks.

Crystalization. Laboratory study.

The barometer. Pressure in liquids and gases. Monthly weather book.

References: Hayes, The Atmosphere; Waldo's Elementary Meteorology; (N.) The Barometer.

### WINTER.

The cyclone. General storms. Monthly weather book.

References; Harrington's About the Weather; (N.) Cyclones.

Circulation; a ten-weeks study of human physiology. The manifold necessity for a system of circulation; the circulating media, blood and lymph; the channels of circulation—lymph vessels, blood vessels, heart. Demonstration and experiment. Effects of intemperance on the circulatory system. Emergencies.

Reference: Physiology for Sixth Grade.

Coal; its origin; problem of mining; grades of coal.

The fireplace; combustion; convection.

Fuel efficiency; kinds of fuel.

Planting of tomato, peanut and pansy in flats or hotbed. Build hotbed.

Reference: (N.) "Window Garden and the Hotbed."

Chemistry of cleaning; solvents for grease, paint, etc.; removal of dust; manufacture and use of soap.

The Metals.

Reference: McMurry's Special Method in Elementary Science.

### SPRING.

Birds of prey.

References: (N.) Birds of Prey; Yearbook, Dept. of Agric., 1894, Hawks and Owls from the Standpoint of the Farmer.

## *The Northern Illinois State Normal School.*

Maple sugar.

Reference: U. S. Dept. of Agriculture, Bureau of Forestry, No 59. Identification and study of trees in their winter condition; outline form, framework, bark pattern, buds and twigs, etc. Tree and shrub calendar. Collection of twigs, leaves, flowers and fruits of trees. Tree Map. Historic trees.

Reference: (N.) "Identification of Trees in Their Winter Habit;" Newell's Outlines of Lessons in Botany.

The flycatchers. Phoebe, wood pewee, least flycatcher, kingbird.

Reference: (N.) The Flycatchers.

The mustard family.

References: (N.) The Mustard Family; Bailey's Lessons with Plants; Gray's Manual of Botany.

Insects injurious to trees and garden, spraying.

References: Hodge's Nature Study and Life; Lodeman's The Spraying of Plants; Saunder's Insects Injurious to Fruits.

Varieties of fruit trees.

Production of sugar from beets.

Reference: U. S. Dept. of Agriculture, Farmers' Bulletin No. 52.

Household pests: mouse, rat, fly, mosquito, cockroach, bedbug, clothes moth, spider, English sparrow, moulds, bacteria; nature of damage done; mode of combating.

The Mint Family.

Reference: (N.) The Mint Family.

Garden: Beet, ivy (from cuttings); ornamental vines; musk melon; pansy, geranium, sweet alyssum; fruit bushes; strawberries.

## SEVENTH GRADE.

### FALL TERM.

Care of garden; take up geranium, gather sweet alyssum seed, etc.

Weekly summaries of nature notes. (N.) Nature Calendar.

Flower of evening primrose and of sweet pea.

References: Bailey's Lessons with Plants; (N.) October; (N.) The Clover Family and Its Relatives.

Study of the legume and the capsule, as types of fruits. Plant clovers.

References: (N.) "October"; (N.) Comparative Study of Fruits.

Review of seed dispersal types.

References: (N.) Studies in Seed Dispersal; Beal's Seed Dispersal Potting geranium slips.

Study of beetle and bug; Coleoptera and Hemiptera.

References: (N.) Beetles and Bugs; Comstock's Manual for the Study of Insects.

The snake; the bat.

References: Hornaday's Natural History; Hodge's Nature Study and Life.



Hibernation of Animals.

The lift pump and the force pump; hydraulic press; further studies of pressure in fluids.

The siphon and its uses; sewer traps. Sanitation. DeKalb sewer system.

Forecasting the weather. The work of the weather bureau. Monthly weather book.

References: Harrington's *About the Weather*; Waldo's *Elementary Meteorology*.

Simple studies in heat. Ways in which heat travels.

#### WINTER.

Respiration. Mechanics and mechanism of breathing. Chemistry of the air. Blood corpuscles as carriers of oxygen. The body as an engine. Heat regulation. Ventilation and allied topics. Effects of intemperance on respiratory and nervous systems.

Reference: *Physiology for Seventh Grade*.

Making of artificial ice.

Musical instruments; studies in sound; the telephone; the ear.

Zoogeography.

References: Beddard's *Zoogeography*; Jordan and Heath's *Animal Life*; Thomson's *Outline of Zoölogy*.

Animal bodies as a source of commercial products.

References: Tilden and Clark's *Geography of commerce*; Chisholm's *Handbook of Commercial Geography*; Adams' *Commercial Geography*.

The greenhouse. Vegetation of the tropics.

The furnace; heating by hot air, steam, hot water; dangers from fire; heating system of a large building. The steam engine.

#### SPRING.

Weekly summaries of nature notes. (N.) *Nature Calendar*.

Herbarium. *Flower Calendar*.

Fertilizers; plant-foods; rotation of crops. Watering the garden with a rake. Experimental studies in laboratory and garden.

References: Johnson's *How Crops Feed*; Johnson's *How Crops Grow*; Voorhees' *Fertilizers*; Roberts' *Fertility of the Land*; Bailey's *Garden Making*; Bailey's *Principles of Agriculture*.

The fairy shrimp, type of life in the temporary pond.

Reference: (N.) *Pond Studies*.

The rose family, from botanical and economic standpoints.

Reference: (N.) *The Rose Family*.

The wood warblers. *Calendar of the coming and going of warblers*.

References: (N.) *The "Wood Warblers;" Chapman's Handbook of Birds*; (N.) *Northern Illinois Bird Calendar*.



## *The Northern Illinois State Normal School.*

Poultry raising.

References: Watson's Farm Poultry; Shaler's Domesticated Animals.

Lawn Decoration.

Study of the Food of Nestling Birds.

References: Yearbook of Dep't of Agriculture, 1900. The Food of Nestling Birds; Bulletin 55 New Hampshire College Agricultural Experiment Station. The Feeding Habits of the Chipping Sparrow.

The clover family. Botanical and economic studies.

References: (N.) The Clovers and their Relatives; Bailey's Lessons with Plants.

Bee, ant and wasp; the hive; economic value of wild bees.

Hodge's Nature Study and Life; Comstock's How to Keep Bees; Shaler's Domesticated Animals.

Moss and fern; life histories.

Reference: (N.) The Moss and The Fern.

Garden: Experimental studies with fertilizers; radish, beets, corn peas, cress. Canna, aster, hollyhock, heliotrope, castor-beans; care of grape vines; shrubs.

### EIGHTH GRADE.

#### FALL.

Weekly summaries of nature notes.

Care of the garden.

Continue herbarium, collecting fall flowers.

Classification of insects, with collection. Life histories. Economic entomology.

References: Comstock's Manual; Smith's Economic Entomology; Hyatt's Insects; Shaler's Domesticated Animals.

Agassiz Society.

Write H. H. Ballard, Pittsfield, Mass., for literature.

Biographical study of the great naturalists.

A study of our common fishes.

References: Jordan & Evermann's American Food and Game Fishes; Orton's Comparative Zoology; Standard Natural History, Vol. III.

The composite family.

Reference: (N.) The Composite Family.

Study of fruits; akene, berry, pome, pepo.

References: (N.) October; Bailey's Lessons with Plants; Gray's Lessons in Botany; (N.) Comparative Study of Fruits.

The dairy industry. Feeding. The silo.

References: Jordan's Feeding of Animals; Government and State Bulletins.

## *Catalogue and Course of Study.*

Domesticated animals: cow, horse, pig, sheep. Ancestry; ecology breeds, feeding, marketing, children's pets.

References: Leaflets published by C. M. Parker, Taylorville, Ill. Schmeil's Introduction to Zoölogy; Shaler's Domesticated Animals.

A study of the Stockyard; By-Products. Utilization of waste.

Works of the Department of Agriculture and of the State Experiment Stations. See government and state reports.

Telescope and microscope; stereopticon and camera. Studies in light. Reflection and refraction. Lenses. The rainbow. Study of Shadows. Lunar eclipses. The eye.

Forms of lighting: the candle, oil lamp, coal gas, gasoline, actylene, electricity, meters.

Manufacture of gas from coal.

Conservation of matter and of energy.

### WINTER.

Bacteria, in arts and sciences. Surgery. Hospital. Contagious diseases, disinfectants.

Reference: Conn's Germ Life.

Emergencies. Poisons. Antidotes. Medicinal uses of plants. Alcoholic drinks and tobacco. Yeast. Alcoholic distillation.

Public health; sanitation. The sick room. Food adulteration. Methods of cooking; essentials of diet; food stuff, sources of drinking water; means of purification.

Animal parasites.

Reference: Ward's Animal Parasites.

Biographical study of great scientists.

The nervous system and special senses; effects of intemperance.

The magnet; polarity; lines of force, induced magnetism; the earth as a magnet. Applications. The electric battery. The telegraph; door bell; electric light, dynamo and motor. The lightning rod; the X-Ray.

### SPRING.

Weekly summaries of nature notes. (N.) Nature Calendar.

Water birds. Migration phenomena. Game Laws.

References: (N.) Waders and Shore Birds; Weed and Dearborn's Birds in Their Relation to Man; Blanchan's Birds that Hunt and Are Hunted.

The pond as an ecological group. (N.) Pond Studies; Furneaux's Life in Pond and Stream.

Biological and economical study of the mosquito.

References: Lamborn's Dragonfly; U. S. Mosquito; Weed's the Insect World; U. S. Dep't of Agriculture, Div. Entomology, Cir. Nos. 13, 40.

## *The Northern Illinois State Normal School.*

Food storage in seeds. Seed testing.

Reference: Bergen's Foundation of Botany.

Plant physiology; tropisms, plant societies.

References: McDougal's Experimental Plant Physiology; Coulter's

Plants Studies: Bergen's Foundations of Botany; Atkinson

Botany; (N.) Experiments with seedlings.

Pollination; plant breeding; experiments with corn.

References: Hodge's Nature Study and Life; Bailey's Lessons with

Plants; Gibson's Blossom Hosts and Insect Guests.

The pine tree and its relatives.

References: (N.) The Christmas Tree; (N.) Light Relation in the Pine Tree.

The grasses.

References: Sargent's Corn Plants; Beal's Grasses of North America; Knobel's Grasses, Sedges and Rushes.

Field crops; corn, oats, rye, wheat, alfalfa.

Grafting and budding of fruit trees; pruning; care of orchard.

Smuts and rusts; moulds and mushrooms; fungous diseases.

Ameliorating factors in rural life.

Garden: Old-fashioned flower garden; cosmos; forget-me-not; mignonne; foxglove; sweet williams; shrubs; landscape gardening; how to plant the home grounds.

References: Keeler's Native Shrubs; Bailey's Garden Making; Ely's Plea for Hardy Plants.

## MUSIC.

All life development, or progress, consists in this: Becoming conscious of the deeper life within us. Of that deeper inner life, the true truly sung, is a true exponent.

The teacher of the "spirit," the child in his spirit, the song in its spirit,—how can school-room music fail of its spiritual end as an educational factor,—as beautiful as it is positive?

"Music education demands first of all the very best of the art as a basis. There can be no compromise on this standard; but it calls for much more. The demand extends to and includes the presentation of that best in such a way that the child will learn to appreciate and to love it with an ever increasing interest and understanding."

When discussing the teacher of music, one often hears it said that the children may be so taught that they will become interested in the study of mere technical exercises, that they will learn to enjoy their sight-reading studies: and it is a well known fact that the efforts of children can be so directed and their work so stimulated that they have a kind of enjoyment in the performance of any task, independently of the real interest or advantage that it holds for them. This habit of distorting the natural interest of the child by accustoming

him to be satisfied with, or at least resigned to, things that are in reality distasteful to him lies at the very source of much poor teaching; and this is especially true in regard to the teaching of music in the schools.

Let us repeat:—Art education demands the very best material for children; but it demands also, as equally important, that this best be presented in a way that conforms to the natural ability and evergrowing powers of the child.

The first phase of music study in the early grades is imitative song-singing coupled with creative or original song-singing, which is coming to be so important a part of the child's musical development. The second phase is the development of the knowledge of musical elements—intervals, length of tones, kinds of rhythm, etc.,—all of which can be worked out very definitely with the song as a basis. This second phase includes of course the application of knowledge gained, the reading of unfamiliar songs, and the mastery of new things in music as far as the children have time and power.

It will be helpful if the teacher will keep constantly in mind the thought that the music work of the school-room divides itself into two separate, distinct phases,—song singing as a musical experience and song singing as a result of study, with the added thought that each phase must be properly related to the other, otherwise, the singing hour is sure to degenerate into an exercise of mere song singing without plan, method or educational principle, or on the other hand, into the extreme or perfunctory sight-reading grind.

As issue of this attitude toward school-room music the teacher derives the following fundamental working principles:

1. Musical experience should be the beginning of musical knowledge.
2. The child's first study should be based upon the songs within his mind.
3. The best songs are the best suggestive basis for the child's training.
4. Grading songs depends upon the developing child in his musically-responsive nature.

Upon these four principles we rest the following out-line method-course, covering the music work from the primary to the eighth grade inclusive.

#### PRIMARY GRADES (first, second and lower third).

Teacher introduces herself to a roomful of primary children by singing the sweetest song she knows in keeping with home spirit and the season of the year. Teacher sings the songs in her peculiarly best way, and again and again till she feels the children are won to her thought. "Sing with me children." "O, I know another sweet song."

## The Northern Illinois State Normal School.

(Treat it similarly with the children). After the children begin to sing, the teacher's care extends to the individual. Too loud? "O, our sweet little song!" Too slow? "O, our bright little song!" Surround the songs with all possible interest, so that the children may express *themselves* as quickly as possible. "Mamma would like to hear you sing this." "Now, my children are singing as the birds do." Follow with the teaching as rapidly as possible of several more short songs. Out of the demand of your songs get the guiding qualities for the child-voice,—flute-like, high, sweet, expressive. The child cannot fail in right quality if he truly expresses a song within his experience. "Isn't it fine that out of our little song-bottles we can pour so many tunes! Do you suppose if we fill our bottles well and keep the corks loose, the songs will pour out sweeter and sweeter?—Why yes! Let us do it. Up little bottles." Children sit with straight bodies, put hands about the bottom of the bottles (the diaphragm), fill bottles (breathe deeply), loosen corks (move head about to free the throat while holding the air); then let them blow out the air in various ways and finally out comes a sweet song of their own choosing. Now the teacher knows her children well enough to begin to draw upon them for song-building,—merely working out song-phrase as statements of their little experiences, thus: "I saw a squirrel as I was coming to school." Teacher says: "What a pretty little song." "Children, let us play the piano for Johnny while he sings this song." Teacher shows Johnny how to sing his song on one pitch and the children how to accompany him. In this way the teacher calls out definite rhythm, the development of which goes hand in hand with melody.

1 2            1 2 1            2            1 2

(I saw-a) (squirrel-as) (I was-coming to) (scho-ol). Vary the pitch. If the children fail to introduce another grouping than by *twos*, teacher

1 2 3            1 2 3

suggest as: (My name is) (Em-i-ly)—the children playing the piano in this grouping by *threes*. Let children play the songs they already know. At this point the rhythm exercises of Marie Hofer with ball-bouncing, paper blowing, etc., develop the rhythmic sense.

"Children, I know a pretty song—a wonderful song—a song out of which all other songs grow. You would like to hear it?" Teacher sings the scale from above downward with a sentence, as,—The rain is falling very fast. Then let the vowel O carry it down. "Now isn't that a fine little song to be in all our song-bottles? Children it is there, and when you can let it come out sweetly, you will be ready to sing many more songs well." Now comes much individual drill, the teacher feeling the responsibility for every child's ability to sing the scale. (Suggestions for help for the monotone, the nasal child, the throaty one, will be furnished gladly by the director of this depart-



ment upon request). "Children, all over the world the scale-song is sung with these little syllables:—Do, ti, la, sol, fa, mi, re, do. See how nicely they come out!" (Teacher emphasizes their openness in pronunciation and drills thoroughly before attempting to sing them). Then sing the down-scale followed by the up-scale. The chord song (Do, mi, sol, do) follows,—the teacher introducing it with a song sentiment, as, "We love to sing." Ask children to provide songs for that melody. Then drill with syllables do, mi, sol, do, emphasising the extreme tones (octave drill), using fitting expressions, as "Birds fly" (1-8) "Rain Falls" (8-1).

Now the children are ready for the staff-house with its letter name, the clef, the bars, the grouping-picture, and the maxim, "'Do' may be anywhere." First place the scale-song and the chord-song on the staff, with "Do" in E's house first and the E sign of four sharps hung up in front of the staff house; then because "Do" may be anywhere, get another key, unlock the door, put "Do" in and hang up the new sign. This fixes the thought of "Do's" right to shift into any letter-house, but drill in key comes with the need for such shifts in the third grade and upward. Now, pitch related to the staff, length of tone related to the note, the real meaning of the upper and under figure of the time signature; lead the children out through the second and lower third grades to the discovery that songs are really pictured in this way. Beginning to read, then, in the second and third grades meets a natural desire upon the part of the child to do for himself. The work for him is outlined and furnished in the Primer of the Modern Music Course, moving from the song of its elements, as he has done from the first. In the primary grades the rote-song is preeminent.

#### Suggested Songs for Primary Grades

In the Sunny Southland	}	Wm. L. Tomlins.
Skylark		
The Two Flowers		
The Bold Commander		
Rest, Baby, Rest		
Trust	}	J. R. Murrs.
Luther's Cradle Hymn		
Jolly Old St. Nicholas		
Birthday of a King		
Mr. Frog		
Bluebird	}	Neidlinger.
Little Yellow Chick		
Tiddlely Winks		
Additional Songs for First and Second Year.		
Gipsy Dandelion	}	Eleanor Smith Primer.
Squirrels' Tea		
Woodpecker		
Jacky Frost		



*The Northern Illinois State Normal School.*

Pretty Little Snow Flakes	}	Patty Hill.
Tracks in The Snow	}	Gaynor.
Easter Songs	}	Eleanor Smith, No. 2.
The Little Plant	}	Poulsso.
Robin Song	}	Gaynor, No. 1.
Shoe Makers	}	
Making Bread	}	Poulsso.
Morning Songs and Games	}	Hill, Jenks & Walker, Gaynor.
Good-Bye Songs.	}	
Birthday Songs	}	

Excellent desk books are:

- Earth, Sea and Sky, Neidlinger.
- Songs and Games, Clara Besson Hubbard.
- Songs of the Child World, Jessie L. Gaynor.
- Rote Song Book, American Book Company.
- Codas, No. 8, 13, 15, 105, Ginn & Co.

INTERMEDIATE GRADES.

1. Breathing exercises.
2. The beauty of harmony added to that of rhythm and melody.
3. Two part work, as outlined in Books 1 and 2, Modern Series.

Allow no hard and fast division of alto and soprano, as all voices should be able to take either part in these grades. Depend upon the scale with its possible chords, as by thirds, by fifths, by octaves, etc., the teacher combines alto and soprano. Continue to ask children for sentiments expressed in a song phrase, and have children write these phrases on the staff as a means of ear, rhythm, and key drill. This fixes the necessity for definite knowledge in musical elements. Drill thoroughly on time forms and on major keys as derived from the law of the key of C. Individual song-singing should be constantly encouraged, and all possible use should be made of songs to interpret and enliven the other branches of school work through correlation. The correlation so largely dependent upon phases of natural life, in the primary grades, now broadens to meet the children's growing experience through history, geography, etc. What such correlation can do in unifying school work can not be over-estimated. Breaking into a history recitation with the martial, patriotic or other fitting songs is by no means a digression. A list of songs chosen with special reference to this end in singing is here given.

Unison songs:

- F. W. Westhoff, Coda No. 272, Ginn & Co.
- Steven C. Foster's Songs.
- Two-part Songs, 16 songs selected for their simple harmonies on good themes, Coda 118. Ginn & Co.
- Academy Song Book, Ginn & Co.
- The First Violet.

Star of the Summer Night.

Addison.

Avon.

Little Tin Soldier.

Rousseau-Herbert Hymn.

GRAMMAR GRADES. (Upper sixth, seventh and eighth.)

1. Breathing exercises.
2. The special problem in these grades is that of the changing voice among boys with its consequent "I can't sing." Nothing short of fine comradeship between teacher and pupil can tide over this period that so often wrecks the possibilities for music's power in the Grammar and High School age. Have boys and girls alike understand the naturalness of this change in the boy's voice. Then bring to bear more than ever before the spirit of the song, with better possibilities in singing just ahead.
3. The introduction of the bass staff adds a third part to the intermediate-grade harmony.
4. Make use of the simpler minor modes.
5. Musical literature, especially biography, should be introduced.
6. Special programs, introducing as many musical features as are consistent with high musical standards.

Besides the technical drills already mentioned, a review of Book II and the introduction of Book III of the Modern Series furnishes a basis for elemental drill. Graded Music for the children of this age is herewith listed:

Patriotic songs of America, Coda 214, Ginn & Co.

Easy Three-part Songs, Coda 213.

Songs in Three Parts (16 songs selected from the Common School Music Reader), Coda 136.

Steven C. Foster's Songs.

Sacred Songs Old and New, Coda 217.

Old Ballads, folk songs and sketches from operas and standard works.

The eight volumes of Franklin Square Collection make excellent desk books.

Certain songs, because of their peculiar literary or musical appeal, are suitable for all grades, and such songs are especially recommended for their unifying worth. They of all songs are the ones that preserve continuity of song sentiment throughout the child's life. A short list of such songs is appended.

1. America.
2. Hymn-Siloam.
3. Luther's "Cradle Hymn."

*The Northern Illinois State Normal School.*

4. Neidlinger's "Birthday of a King."
5. Kucken's "Lullaby."
6. Hayden's "Silent Night."
7. Tennyson's "Ring Out Wild Bells."
8. Memorial Day Song, "Sleep, oh, Sleep."
9. Rousseau Hymn, "Hush my Babe."

ADDITIONAL SONGS (for 3rd and 4th years.)

E. Smith, Part 2.

1. Stars and Daisies.

Gaynor, No. 1.

2. Froggies' Swimming School.

Jenks & Walker.

3. Come Little Leaves.

E. Smith, Book 1.

4. Wind Song.

Gaynor, No. 1.

5. Brownies' Dance.

Gaynor, Songs and Scissors.

6. Crysanthemum Show.

Gaynor, No. 1.

7. Harvest of Squirrel and Honey Bee.

Gaynor, No. 2.

8. Thanksgiving Song.

9. Christmas Song.

Plan Book.

10. By the North Pole.

11. In Little January.

Gaynor, No. 1.

12. Valentine Songs.

Barnes.

13. Many Flags in Many Lands.

Gaynor, No. 1.

14. Blacksmith Song.

15. Easter Song.

16. Robin Song.

Knowlton.

17. Rollicking Robin.

Gaynor, No. 2.

18. Woodpecker.

19. Sparrow Song.

20. Bobolink.

Knowlton.

21. May Song.

Barnes.

22. May Flags.

23. America.

24. Battle Hymn of Republic.

Gaynor, Hill, Knowlton, Jenks & Walker.

25. Good Morning Songs.

26. Good Bye Songs.

27. Devotional Songs.

## DRAWING.

Drawing is "a universal language" and as such is valuable as an added means of expression. In reading, literature, science, geography, history, etc., expression by drawing should be encouraged whenever it will aid in securing stronger impressions or in giving clearer ideas to others. In science, drawing is a very important means of *acquiring* knowledge; in other studies mentioned it is more useful in *expressing* knowledge. However, the ultimate aim in the drawing work should be the cultivation of a habit of susceptibility to, and the appreciation of beauty of form and color, and to this end the study of actual form is made the basis of original creative work on the part of the child, and he is encouraged always to give thought to good arrangement and spacing and to harmonious color schemes.

The mediums used in all grades and in each term according to the nature of work, are pencil, brush and ink, colored crayon, blackboard and crayon and water colors. Clay, raffia, native grasses and other fibers, paper, cardboard, etc., are used freely in constructive work in the primary grades, while the intermediate and grammar grade pupils get constructive work in the manual training course. In all shop-work and in some of the "making" in the primary grades, the constructive or working drawing plays an important part.

### FALL TERM:—

Nature Study:—Autumn leaves, flowers, grasses, seed pods, fruits, vegetables. Landscape work, paying particular attention to the study of trees.

Illustrative work in connection with the other studies in the course.

Work related to the Thanksgiving and Christmas seasons—largely of the nature of decorative and constructive design.

### WINTER TERM—

Continue such of the topics already mentioned as relate themselves to the winter season, the window garden furnishing material for further studies in plant work.

## *The Northern Illinois State Normal School.*

The subjects to which particular attention is given this term are figure pose and animal drawing. The figure pose, as far as may be, should illustrate the reading, literature, geography, history and in the primary grades, children's work and play. Object drawing, including toys, still life, and in the grammar grades, type forms (cube, cylinder, etc.) for developing principles of perspective. The forms should serve only as a means to an end and should be used sparingly.

### SPRING TERM—

Nature study as suggested by the season—growth of bud and blossom, grasses, birds, etc. Study and draw trees, dwelling upon characteristic form and color.

Landscape drawing expressing time of day, aspects of weather and changes of season in sky, land and water.

## PHYSICAL TRAINING.

### FOR THE PUPILS IN THE TRAINING SCHOOL.

#### AIM—

1. To develop and maintain good health and counteract many of the ills of school-room environment.
2. To stimulate a desire to acquire greater strength, properly distributed, and to correct any personal defects which may have arisen from neglect or misuse of physical powers.
3. To develop self-control, self-reliance, attention, concentration of thought, and dexterity, laying basis for successful manual as well as mental and moral training.
4. To develop rhythm and co-ordination that will produce a natural and unconscious grace of movement.
5. To develop a symmetrical body under the perfect control of the will.
6. To make the subject of physical training in the school-room attractive to the pupil, furnishing him with recreation and rest, through change of activity, and the sense of exhilaration afforded by the exercise.

#### Method:—

A lesson daily, graded according to the physical and mental powers of the pupil.

These lessons consist of exercises from the Swedish system of gymnastics, games, motion songs, marching, military tactics, fancy steps, Indian clubs, wands, bean-bags, dumb bells, hoops and such combinations of movements as are adapted to the age and surroundings of the child.

## COURSES FOR THE DEGREE OF BACHELOR OF EDUCATION.

By a recent act of the General Assembly of Illinois this institution was authorized to confer degrees upon students who should finish courses of instruction of suitable quality and length. The same law authorized three of the four other State Normal Schools to perform the same office.

The following uniform rules were adopted:

1. The degree conferred by the Illinois State Normal Schools shall be known as Bachelor of Education.
2. Graduates of Illinois State Normal Schools, or of other State Normal Schools of equal rank, shall be admitted to the Illinois State Normal Schools to two years of graduate study leading to a degree.
3. Graduates of colleges whose graduates are admitted to the graduate schools of the University of Illinois, University of Chicago or Northwestern University, shall be admitted to a course of graduate study of one year leading to a degree.
4. The requirements for each year's work in graduate study shall consist of four courses each a year in length five hours a week.
5. Normal School graduate candidates for a degree shall be permitted to take three of the eight courses in absence provided that the courses be taken under the direction of the faculty of the Normal School and that the final examination be taken at the Normal School directing these courses.
6. The work done by the Normal School graduates in approved colleges, as defined in Rule III, may be accepted as an equivalent of four of the eight courses required for a degree; the other four courses must be taken in residence at the school conferring the degree.

In pursuance of the above plan this institution will offer the following courses leading toward the degree. The courses to be offered for the year 1908-09 will be determined by the wishes of those making application for the degree. Such application should be made before the 1st of September 1908.

### LITERATURE.

#### First Year:

Course I. Ballad and Epic Poetry. Five hours.

Studies in the early English Ballads, the developed folk epic, the modern art epic, and minor forms of narrative poetry.

Course II. Lyric and Dramatic Poetry and the Dramatic Monologue. Five hours.



## *The Northern Illinois State Normal School.*

The earlier and later English song writers; the sonnet, the ode and memorial verse; the typical forms of the drama of Shakespeare and the poetical monologue of Tennyson and Browning.

Course III. The Essay, the Short Story, and the Novel. Five hours.

Study of the various forms of the Essays, of the development and forms of the Short Story, and some survey of the history of the Novel with a study of the narrative art of typical novels.

Second Year:

Course IV. Nineteenth Century Poetry. Five hours.

From Wordsworth and the later romantic writers to Arnold.

Course V. American Poetry. Five hours.

Bryant, Poe, Emerson, Longfellow, Whittier, Lowell, Holmes, Whitman, Lanier and later minor writers.

Course VI. Literature for Children. (Optional with Course VII). Five hours.

A cultural study of the types of literature for children; as, child verse, the fairy story, the myth and fable and animal story, the Bible story, ballad literature, the more developed literature of heroism and adventure, and poems of nature.

Course VII. The Teaching of Literature. (Optional with course VI). Five hours.

A more specific preparation for teaching literature in the high school. This will include the study of material with reference to courses of study and to manner of presenting it.

### ENGLISH COMPOSITION.

Course I. Advanced Rhetoric. Five hours.

Course II. Composition. Five hours.

Narrative and descriptive writing, with study of narrative and descriptive literature. Short themes and longer fortnightly themes.

Course III. Composition. Five hours.

Expository and argumentative writing, including work in composition for public speaking. Study of illustrative literary selections. Short themes and longer fortnightly themes.

### MANUAL TRAINING.

The following course is designed to prepare for the teaching of manual training in elementary schools. The general plan of dealing with each of the forms of hand work is the same as that outlined on Page 45. In the courses there, however, it is possible to give only an insight into these forms of hand work and their relation to the work of the grades. In this course such an exhaustive treatment of each form of the manual arts will be given as is required for the preparation of special teachers.

## *Catalogue and Course of Study.*

### FIRST YEAR.

Prerequisite: One year free-hand drawing.

Pottery and Bookbinding.....	First Term.
Metal Work—Weaving.....	Second Term.
Joinery .....	Third Term.

### SECOND YEAR.

Mechanical Drawing and Cabinet Making...	First and Second Terms.
Mechanical Drawing and Wood Turning.....	Third Term.

During the first year, and parallel with the work outlined above, consideration will be given to the following topics:

- a. The relation of these forms of hand work to such large types of work in the grades as: primitive life, home life, transportation, coal mining, and other typical industries.
- b. The organization of the work so as to develop insight into important crafts and outgrowing industries.

During the second year similar consideration will deal with the course of study and closely related topics:

- a. A basis for a course of study in the manual arts.
  1. The sociological aspects of manual training as determining the aim and forms of work selected.
  2. The psychological aspect as determining the specific problems and the method of presenting them.
- b. The working out of courses of study suited to different school conditions.
- c. Forms of equipment.
- d. Cost of equipment and maintenance.

Two periods of teaching per week throughout the year will be required.

### LATIN.

#### FIFTH YEAR.

The year's work will cover: (a) Selections from Horace's Odes, Satires, and Epistles with special attention to prosody; (b) Roman literature with reading of selections from representative authors.

#### SIXTH YEAR.

Direct preparation for teaching secondary Latin with systematic review of the grammar covering the forms and points of syntax of the first year's work. This will take the form of intensive study of the grammar and extensive writing of prose, together with memorizing of phrases and sentences. Practice will be given in asking and answering questions in Latin as is done in teaching the modern languages.

The work in Cæsar, Cicero and Virgil will consist of the intensive study of selected portions of the work of each author, as for example:

## *The Northern Illinois State Normal School.*

The War with the Helvetii, the first Oration against Catiline, and Book I, lines 1 to 494 of Virgil. In going over these, history, mythology and life in Roman times will be discussed. Obscure passages will be worked out and a start made along the lines which the teacher should follow. At some time during the year there will be given a short discussion of the status of Latin, its justification, and importance in education.

Course VI will be open to any person intending to teach Latin who has finished Course III or its equivalent. The student will be required to observe the teaching done in the undergraduate work and from time to time to take charge of the various classes.

### GERMAN.

#### THIRD YEAR.

Group reading in Schiller and Goethe. Two plays of each author will be read and discussed. These will be selected from the following: *Die Braut von Messina*, *Wallenstein*, *Maria Stuart*, *Die Jungfrau von Orleans*, *Egmont*, *Iphigenie auf Tauris*, *Torquato Tasso*. In this course some careful translation, both written and oral, will be done but the bulk of the work will be carried on in German. Special attention will be paid to the historical setting of each play.

#### FOURTH YEAR.

The reading of Heine's *Die Harzreise*, and a brief survey of German literature. About a term and a half will be given to a consideration of the methods of teaching beginning German and *Wilhelm Tell*. A systematic review of the grammar covered in the first year's work will be given. This will be largely in the form of prose, and the memorizing of selected phrases and sentences. From time to time the student will observe and take charge of a beginning class. The work in *Tell* will cover the historical setting, careful rendering of difficult passages and an examination of doubtful passages. The development of the various plots will be carefully considered.

### EXPRESSION.

This course is designed to fit students to become teachers of reading, public speaking and dramatic art in secondary schools.

- I. Phonics; articulation; pronunciation. Breath control, Relaxation and bodily control. Concentration. Imagination in relation to expression. Study of selections containing vivid imagery.
- II. Bodily responsiveness. Development of control and quality of voice through imagination. Directness. Simplicity. Studies in formulation, discrimination, emotion and volition. Selections from standard authors.

## *Catalogue and Course of Study.*

- III. Pantomime and gesture. Art principles of literary interpretation. Voice, diction, melody, phrasing, pause, rhythm, gesture, in relation to development of dramatic imagination and emotional power. Public recitals.
  - IV. The Drama.—Forms of the dramatic. Character studies. Dramatization of stories. The monologue. Presentation of scenes from good modern plays. Stage deportment.
  - V. The Drama.—Further study of principles of dramatic art. Comparison of Shakespeare and Greek drama. Management of plays. Presentation of one Shakespearean tragedy and one comedy.
  - VI. Public Speaking.—Fundamentals of public address. Study of great orations. Extemporaneous speaking. The debate. Two carefully prepared orations to be delivered before school.
- During this course opportunities will be given for the conduct of classes and the coaching of plays under personal supervision.

## PHYSIOGRAPHY.

Advanced Course, one year, five hours per week.

This course will cover in the first two terms the work outlined in Salisbury's Advanced Course, with laboratory and field work and a large amount of collateral reading. The principles and methods of physiography in the secondary school and the selection of material will be given special consideration.

The third term will be given to a study of meteorology.

## GEOGRAPHY.

Advanced Course, five hours per week.

First Term:—Eurasia, a study of the physical and economic geography of the continent. The geology, physiography and climate, as factors in location and development of natural resources; influence of physiographic regions and development of the various peoples; problems of the Oriental countries.

Second Term:—Principles of geography, based upon previous work on North America and Eurasia. Meaning and scope of geography; distribution and characterization of land forms and climates; natural resources, their relation to man's distribution and industrial and social development; relation of geography to other sciences.

Third Term:—A study of countries and their chief products and industries as determined by soil, climate, geographical situation; trade routes, seaports; centers of commerce and industry, their location; exports and imports; chief articles of trade, their sources and relative importance.

## SPECIAL MUSIC TEACHERS' COURSES.

This courses comprises:

### FIRST YEAR.

Brief review of rudiments of music.

Ear training and dictation.

Solfeggio (sight singing).

History of music.

Vocal culture.

Chorus work.

### SECOND YEAR.

Solfeggio.

Harmony.

Theory of music.

Methods—Primary, Intermediate, Grammar.

A study of the best systems of public school music now used.

Observation and teaching.

Voice.

Chorus and conducting work.

Teaching of extra drill classes for ear training, Solfeggio.

Study of classification of songs and choruses—sacred and secular—  
for use in grades and high schools.

## PHYSICS.

Those who elect physics will be expected to pursue the course throughout the year. At least four periods per week must be spent in the laboratory and three in recitation, lectures, etc. An advanced text book will be used. Following is the schedule of work by terms.

Fall Term:—Mechanics and sound.

Winter Term:—Magnetism and electricity.

Spring Term:—Heat and light.

Prerequisites:—A year of physics in an accredited high school, or its equivalent, and trigonometry.

## CHEMISTRY.

Students who elect chemistry will be expected to pursue the course throughout the year. At least four periods per week must be spent in laboratory practice and three in recitation, lectures, etc. During the fall term a good high school text will be used. In succeeding courses more advanced text will be used.

Fall Term:—General chemistry, continuing the course in elementary chemistry offered for undergraduate students. Special emphasis will be put upon metals, the reduction of ores, and other commercial and industrial applications of chemistry.



## Catalogue and Course of Study.

Winter Term:—Qualitative analysis.

Spring Term:—Organic chemistry and the chemistry of sanitation.

Prerequisites:—A half year of chemistry in an accredited high school, or its equivalent.

### BOTANY.

This course, if chosen, should be carried throughout the entire year. The Biology of the Junior year is a prerequisite. The work is intended primarily for those who intend to specialize in biological science, but will be of service to elementary teachers. Assistance in undergraduate laboratory courses will constitute a portion of the course.

Fall Term:—Composites; Cryptogams.

Winter Term:—Bacteriology; Histology.

Spring Term:—Plant Physiology; Economic Plant Families.

### ZOOLOGY.

This course, if elected, should be carried throughout the entire year. The Biology of the Junior year is a prerequisite. The work is intended primarily for those who intend to specialize in biological science, but will be of service to elementary teachers. Assistance in undergraduate laboratory courses will constitute a portion of the course.

Fall Term:—Invertebrates (with emphasis on Insects).

Winter Term:—Vertebrates (except Birds); Embryology.

Spring Term:—Birds; Pond Fauna.

### HISTORY OF THE UNITED STATES.

*First Term—Territorial Development*—Progressive unfolding of the continent (discoveries and explorations). Territorial claims of European nations. Territorial grants. Land claims of the states. Changes in boundaries and boundary disputes (national and state).

*Second Term—Slavery*—Origin of slavery. Slavery in colonial days (attitude of British government and of colonists). White servitude. Negro plots. Slavery in Revolutionary days. Cotton gin. Slave trade. South becomes pro-slavery. Growth of anti-slavery. Final struggle. Slavery in Illinois.

*Third Term—Growth of Union*—Isolation of the colonies. Colonial unions. Unions of revolutionary times. Articles of Confederation. Constitution. Nature of American federalism. Development of the sentiment for union. Anti-union manifestations (Hartford convention, nullification, secession).



## MODERN EUROPEAN HISTORY.

*First Term*—France in the eighteenth century, including the Revolution. Projection of Russia into European history. Rise of Prussia. Rivalry of France and England. America from the European standpoint. Social, industrial, intellectual, and religious spirit of the age.

*Second Term*—Napoleonic era. Reconstruction of Europe after the Napoleonic wars. Industrial revolution. Revolution of 1848. Unification of Italy and of Germany. Third French republic.

*Third Term*—British Empire in the nineteenth century. Political and social reforms. Russia in the nineteenth century. Turkey. Expansion of Europe. Present day problems.

## DRAWING.

### TWO-YEAR COURSE.

For Special Teachers in Public Schools.

#### FIRST YEAR.

Elementary Drawing:—Instruction in casts, costumed figures, animals, still life, drawing from nature, perspective and elementary color.

Object Drawing and Blackboard Work:—Drawing from nature, flowers, still life and figures. Painting in water colors, sketching and pencil, chalk and charcoal. Memory sketching.

Construction:—Paper Tearing, Cutting, Folding and Weaving, Weaving of rugs and baskets.

#### SECOND YEAR.

Elementary Drawing continued of casts and costumed figures.

Principles of Design:—The work will be arranged in three general divisions:

- (a) Theory of structure of space-arts.
- (b) Appreciation of historic examples.
- (c) Original work in composition. Application in pictorial art, in design. Printing with wood blocks or stencil.

This course will be closely connected with design for handicraft and so far as possible the application of the same.

Clay Modeling:—Instruction in the principles of design with clay as a medium of expression. Pottery done in shop, with the instructor of Manual Training.

History of Art:—Subjects are in brief outline: Egyptian architecture and design, Greek art, Roman art, Japanese art, Byzantine and Gothic architecture and design, Italian painting, Dutch and English art, Modern art. Illustrated with the stereopticon. Note-books required of same with blue prints or penny pictures for illustrations. Lectures one hour a week for one term.

## *Catalogue and Course of Study.*

Theory and Practice of Teaching Art:—The principles of art teaching; art and relation to other studies; methods of teaching art; planning of lessons and courses.

Practice teaching two hours a week for two terms.

Methods to be given in the fall term.

### DOMESTIC SCIENCE.

#### FIRST YEAR.

Courses I and II. Foods.

Production, manufacture, structure, chemical composition, nutritive value, methods of preparation. (Two terms).

Prerequisites: General chemistry, physics, junior biology or its equivalent.

Course III. Bacteriology and Histology. (One Term).

#### SECOND YEAR.

Course IV. Sanitation.

The zymotoxic theory of disease, and its application as the controlling principle to problems of personal and public hygiene. (One Term).

Course V. Foods.

Dietaries, and economic aspects of food problems.

Prerequisites: Chemistry. (One term). Physiological Botany. (One term).

Course VI. The Teaching of Domestic Science.

Courses suitable for the different grades: lesson plans; illustrative lessons and practice teaching; cost of maintenance and equipment.

### MATHEMATICS.

#### TRIGONOMETRY.—FALL TERM.

Geometrical demonstration will be employed to give meaning to the trigonometric functions. Many problems will be given to help fix the formulas and to give practice in the use of the tables. Text: Crockett.

#### COLLEGE ALGEBRA.—WINTER TERM.

Prerequisite: Trigonometry.

A brief review of the theory of exponents and the quadratic equation, The Binomial Theorem; Equations above the Second Degree; Inequalities; Ratio and Proportion; Variation; Progressions; Logarithms; Permutations and Combinations; Series; Continued Fractions. Text: Fine's College Algebra.

#### ANALYTIC GEOMETRY.—SPRING TERM.

Prerequisite: College Algebra.

The topics will be taken up in the following order: Coordinate Systems; The Locus of an Equation; The Equation of a Locus; Equa-

## *The Northern Illinois State Normal School.*

tion of the First Degree; Transformation of Coordinates; The Circle. The Parabola; The Ellipse; The Hyperbola; General Equation of the Second Degree; Spirals.

### STUDENT TEACHERS, 1907-08.

One "assistant" credit is given for teaching one hour a day for one term. Three "assistant" credits are given for aiding in the charge of a room for one half of each day for one term. "Room" credits are given for room charge for one half of each day for one term,

Name	Ass't	Room	Name	Ass't	Room
Credits Credits			Credits Credits		
Adams, Alice	3	3	Love, Ethel	3	3
Adams, Helen		3	Lundberg, Elva		3
Arntzen, Inga	3	3	Lynch, Kathryn	3	3
Arreza, Lino	3	3	Lynch, Katharine	3	
Bechstein, Rosalie		6	Madden, Irwin	3	3
Benson, Stella	3	3	Madden, Warren	3	3
Brakel, Anna		3	Manley, Pearl		3
Britton, Gladys	3	3	Maxson, Evelyn		3
Brown, Roberta	3	3	McAllister, Bessie		3
Burgess, Alice		3	McClatchey, Jessie	3	
Byers, Belle	3	3	McCleery, Bessie	3	
Campbell, Ruth	3	3	McIntyre, Belle	3	3
Carney, Mary		6	Melville, Zoe	3	
Chapple, Dora E.	3	3	Miner, Nina	3	3
Chelseth, Amelia	3	3	Mork, Anna	3	3
Cody, Irene	3	3	Morris, Dessa		3
Cook, Nellie Ray	3		Morris, Jennie		3
Courts, Bertha		6	Murray, Laura	3	3
Crane, Gladys	3		Nash, Clara		3
Cushing, Irene	3	3	Newton, Verna	1½	
Dearlove, Carol	3	3	Nye, Kate	3	3
Diedrich, Anna	3		O'Donnell, Mabel		3
Dixon, Floy	3	3	O'Kane, Wm.		3
Earle, Ruth	3	3	O'Neil, Nora	3	3
Elder, Elsie	3	3	Orner, Elizabeth	3	3
Ericson, Josephine	3		Parker, Edith	3	3
Farmer, Flora	1½		Pearson, Hazel	3	
Finkenbinder, Erwin	3	3	Pendergast, Teresa		3
Fisher, Clara Louise	3		Petteys, Hazel		3
Foster, N. Mae		3	Postle, Marjorie	3	
French, Rachel Catherine	3	3	Powers, Elizabeth		3
Friesenecker, Emma		3	Puffer, Ray	3	3
Fulton, Laura	3	3	Quincer, Blanche	3	

## Catalogue and Course of Study.

Name	Ass't Credits	Room Credits	Name	Ass't Credits	Room Credits
Gannon, Marcella	3	3	Raup, Ethel	3	3
Gilbert, Clara	3	3	Roan, Rose	3	3
Hall, Florence	1½		Roberts, Nellie	3	3
Hall, Homer	3	3	Roe, Elizabeth	3	3
Hamilton, Edith	3	3	Rorig, Gertrude	3	3
Hanrahan, May	3	3	Rowley, Frances	3	3
Hartwell, Laura	3	3	Rowley, Nellie	3	3
Hartwell, Louise	3	3	Safford, Ruth		3
Hazeman, Amanda	3	3	Sheriff, Ethel	3	
Heitter, Luther	3	3	Small, Fayette		3
Hendricks, Hazel		3	Stanley, Florence	3	
Henry, Florence	3	3	Stevens, Eva		3
Herrick, Helen		3	Stokes, Blanche	3	3
Holley, Charles	3	3	Stott, Mina	3	3
Holt, Marx	3	3	Stoller, Marie	3	3
Jacobs, Nellie	3	3	Swank, Ada	3	3
Jaquish, Bessie	3	3	Swift, Ethel	3	3
Johnston, Alma	3	3	Tastad, Lydia	3	
Kays, Albert	3	3	Tennant, Elizabeth		3
King, Anna	3		Toline, Hilma	3	3
King, Helen	3		Toms, Estella		3
Kissick, Eena	3		VanGalder, Marlon	3	3
Kitterman, Marion		3	Vroom, Elma		3
Koch, Clara	3	3	Walthers, Clarence	3	3
Langwill, Martha	3	3	Ward, Beatrice	3	3
Leonard, Margaret	3	3	Wray, Margaret	3	3
Lester, Mary	3	3	Young, Margaret		3
Long, Ione		3			

### SPECIAL STUDENTS.

Name.	County.	Town.
Hall, Harriet Florence.....	Lake .....	Waukegan
Lauver, Edna Victoria.....	DuPage.....	Naperville
Law, Clara Mae.....	Kankakee .....	Momence
Lynch, Katharine.....	DeKalb.....	Malta
McCleary, Florence.....	Carroll.....	Chadwick
Sheriff, Ethel R.....	Champaign.....	Champaign
Woodley, Helen Jane.....	Cook.....	Evanston

### Seniors.

#### One-Year Course.

Fitch, Mary.....	Pike.....	Barry
Safford, Ruth Bogardus.....	(Wisconsin).....	Fond du Lac

*The Northern Illinois State Normal School.*

Two-Year Course.

Name.	County.	Town.
Adams, Helen.....	Cook.....	Oak Park
Arntzen, Inga Irene.....	DeKalb.....	Sycamore
Benson, Stella Maud.....	Winnebago.....	Pecatonica
Bockius, Dorothy Olive.....	Kane.....	Elgin
Borwell, Mary Irene.....	Cook.....	Oak Park
Brakel, Anna Elnora.....	(Idaho).....	Boise City
Britton, Gladys Irene.....	Kane.....	Elgin
Burgess, Alice Maud.....	Ogle.....	Kings
Campbell, Ruth Frances.....	Kane.....	Elgin
Carney, Mary Vance.....	LaSalle.....	Marseilles
Chelseth, Amelia Clein.....	Kane.....	Elgin
Courts, Bertha Mae.....	Carroll.....	Lanark
Cushing, Irene M.....	DuPage.....	Hinsdale
Dearlove, Carrol Mae.....	Cook.....	Glen View
Dixon, Laura Floy.....	Lake.....	Russell
Earle, Ruth Smith.....	DeKalb.....	DeKalb
Elder, Elsie Kathryn.....	Cook.....	DesPlaines
Foster, Nellie Mae.....	Kendall.....	Plano
French, Rachel Catherine.....	DuPage.....	Wheaton
Friesenecker, Emma Katharine.....	JoDaviss.....	Galena
Fulton, Laura Mae.....	Cook.....	Tinley Park
Gilbert, Clara Severine.....	Kane.....	Aurora
Hall, Homer.....	Boone.....	Belvidere
Hanrahan, Mae Helen.....	DeKalb.....	DeKalb
Hartwell, Laura Samantha.....	Lee.....	PawPaw
Hartwell, Louise Syllena.....	Lee.....	PawPaw
Hebert, Edith Hannah.....	Kendall.....	Oswego
Hendricks, Hazel Dell.....	Whiteside.....	Sterling
Henry, Florence Leah.....	Kane.....	Elgin
Herrick, Helen Fern.....	DeKalb.....	Sycamore
Holley, Charles Elmer.....	Lee.....	Franklin Grove
Holt, Marx.....	DeKalb.....	DeKalb
Jacobs, Nellie Marie.....	DeKalb.....	Malta
Jensen, Emma.....	Kane.....	Elgin
Kays, Albert Roswell.....	Putman.....	Magnolia
Kendel, Esta.....	Ogle.....	Leaf River
Kissick, Eena.....	Bureau.....	Tiskilwa
Kitterman, Marion Gertrude.....	Bureau.....	Tiskilwa
Langwill, Martha Corbett.....	Winnebago.....	Rockford
Lester, Mary Margaret.....	Lake.....	Waukegan
Long, Bertha Ione.....	Kane.....	Elgin
Lundberg, Elva Axalena.....	DeKalb.....	DeKalb

# Catalogue and Course of Study.

Name	Ass't Credits	Room Credits	Name	Ass't Credits	Room Credits
Gannon, Marcella	3	3	Raup, Ethel	3	3
Gilbert, Clara	3	3	Roan, Rose	3	3
Hall, Florence	1½		Roberts, Nellie	3	3
Hall, Homer	3	3	Roe, Elizabeth	3	3
Hamilton, Edith	3	3	Rorig, Gertrude	3	3
Hanrahan, May	3	3	Rowley, Frances	3	3
Hartwell, Laura	3	3	Rowley, Nellie	3	3
Hartwell, Louise	3	3	Safford, Ruth		3
Hazeman, Amanda	3	3	Sheriff, Ethel	3	
Heitter, Luther	3	3	Small, Fayette		3
Hendricks, Hazel		3	Stanley, Florence	3	
Henry, Florence	3	3	Stevens, Eva		3
Herrick, Helen		3	Stokes, Blanche	3	3
Holley, Charles	3	3	Stott, Mina	3	3
Holt, Marx	3	3	Stoller, Marie	3	3
Jacobs, Nellie	3	3	Swank, Ada	3	3
Jaquish, Bessie	3	3	Swift, Ethel	3	3
Johnston, Alma	3	3	Tastad, Lydia	3	
Kays, Albert	3	3	Tennant, Elizabeth		3
King, Anna	3		Toline, Hilma	3	3
King, Helen	3		Toms, Estella		3
Kissick, Eena	3		VanGalder, Marion	3	3
Kitterman, Marion		3	Vroom, Elma		3
Koch, Clara	3	3	Walthers, Clarence	3	3
Langwill, Martha	3	3	Ward, Beatrice	3	3
Leonard, Margaret	3	3	Wray, Margaret	3	3
Lester, Mary	3	3	Young, Margaret		3
Long, Ione		3			

## SPECIAL STUDENTS.

Name.	County.	Town.
Hall, Harriet Florence.....	Lake .....	Waukegan
Lauver, Edna Victoria.....	DuPage.....	Naperville
Law, Clara Mae.....	Kankakee .....	Momence
Lynch, Katharine.....	DeKalb.....	Malta
McCleary, Florence.....	Carroll.....	Chadwick
Sheriff, Ethel R.....	Champaign.....	Champaign
Woodley, Helen Jane.....	Cook.....	Evanston

## Seniors.

### One-Year Course.

Fitch, Mary.....	Pike.....	Barry
Safford, Ruth Bogardus.....	(Wisconsin).....	Fond du Lac



*The Northern Illinois State Normal School.*

Two-Year Course.

Name.	County.	Town.
Adams, Helen.....	Cook.....	Oak Park
Arntzen, Inga Irene.....	DeKalb.....	Sycamore
Benson, Stella Maud.....	Winnebago.....	Pecatonica
Bockius, Dorothy Olive.....	Kane.....	Elgin
Borwell, Mary Irene.....	Cook.....	Oak Park
Brakel, Anna Elnora.....	(Idaho).....	Boise City
Britton, Gladys Irene.....	Kane.....	Elgin
Burgess, Alice Maud.....	Ogle.....	Kings
Campbell, Ruth Frances.....	Kane.....	Elgin
Carney, Mary Vance.....	LaSalle.....	Marseilles
Chelseth, Amelia Clein.....	Kane.....	Elgin
Courts, Bertha Mae.....	Carroll.....	Lanark
Cushing, Irene M.....	DuPage.....	Hinsdale
Dearlove, Carrol Mae.....	Cook.....	Glen View
Dixon, Laura Floy.....	Lake.....	Russell
Earle, Ruth Smith.....	DeKalb.....	DeKalb
Elder, Elsie Kathryn.....	Cook.....	DesPlaines
Foster, Nellie Mae.....	Kendall.....	Plano
French, Rachel Catherine.....	DuPage.....	Wheaton
Friesenecker, Emma Katharine.....	JoDaviess.....	Galena
Fulton, Laura Mae.....	Cook.....	Tinley Park
Gilbert, Clara Severine.....	Kane.....	Aurora
Hall, Homer.....	Boone.....	Belvidere
Hanrahan, Mae Helen.....	DeKalb.....	DeKalb
Hartwell, Laura Samantha.....	Lee.....	PawPaw
Hartwell, Louise Syllena.....	Lee.....	PawPaw
Hebert, Edith Hannah.....	Kendall.....	Oswego
Hendricks, Hazel Dell.....	Whiteside.....	Sterling
Henry, Florence Leah.....	Kane.....	Elgin
Herrick, Helen Fern.....	DeKalb.....	Sycamore
Holley, Charles Elmer.....	Lee.....	Franklin Grove
Holt, Marx.....	DeKalb.....	DeKalb
Jacobs, Nellie Marie.....	DeKalb.....	Malta
Jensen, Emma.....	Kane.....	Elgin
Kays, Albert Roswell.....	Putman.....	Magnolia
Kendel, Esta.....	Ogle.....	Leaf River
Kissick, Eena.....	Bureau.....	Tiskilwa
Kitterman, Marion Gertrude.....	Bureau.....	Tiskilwa
Langwill, Martha Corbett.....	Winnebago.....	Rockford
Lester, Mary Margaret.....	Lake.....	Waukegan
Long, Bertha Ione.....	Kane.....	Elgin
Lundberg, Elva Axalena.....	DeKalb.....	DeKalb

## Catalogue and Course of Study.

Name.	County.	Town.
Clinite, Ora Maud.....	Ogle.....	Rochelle
Collin, Signe O.....	DeKalb....	DeKalb
Cook, Nellie Ray.....	Cook .....	DesPlaines
Coultas, Avis Florence.....	DeKalb.....	Sycamore
Coveny, Anna G.....	JoDavieess.....	Elizabeth
Dalziel, Agnes M.....	Lake.....	Waukegan
Dietmeyer, Ethel.....	Lake.....	Wadsworth
Dudley, Pearl.....	DuPage .....	Wheaton
Emmert, Emma J.....	Cook. ....	DesPlaines
Ericson, Josie C.....	DeKalb.....	Sycamore
Fifield, Verna E.....	Cook.....	Evanston
Fraser, Blanche.....	JoDavieess .....	Elizabeth
Godehn, Ruth.....	Rock Island.....	Moline
Hiland, Marietta .....	DeKalb.....	DeKalb
Hobbs, Maud.....	McHenry.....	Woodstock
Hoffman, Edith N.....	Cook.....	DesPlaines
Hope, Mary Irene.....	DeKalb.....	DeKalb
Ivey, Edna M.....	JoDavieess.....	Elizabeth
King, Anna Elizabeth.....	DeKalb.....	DeKalb
King, Helen A.....	Kane.....	Elgin
Lyster, Grace.....	Cook.....	Harvey
Miller, Lulu A. ....	Lee.....	Franklin Grove
Moorhead, Marie.....	DeKalb.....	DeKalb
Morgenthaler, Edna.....	Cook.....	Wimette
Paddock, Lucile Celatha.....	Cook.....	Arlington Heights
Rogers, Bessie Louise.....	DeKalb.....	Sycamore
Root, Florence E.....	DeKalb.....	Sycamore
Seavey, Ruth E.....	Kane.....	Sugar Grove
Smith, Florence M.....	(Iowa).....	Valisca
Stanley, Florence M.....	Kane.....	Aurora
Stevens, Eva E .....	Carroll.....	Savanna
Taylor, Nina C.....	Kendall.....	Plano
Thelander, Anna E.....	Kane.....	Batavia
Wilson, Beatrice Hope.....	Ogle.....	Byron

### Students who have Finished less than One Year in the Two-Year Course.

Anderson, Stella A....	Kane. ....	Batavia
Bollinger, Florence.....	DeKalb.....	Sycamore
Bowers, Mildred G.....	Lee.....	Ashton
Cannon, Muriel.....	Lake.....	Zion City
Cornelius, Floy L.....	Ogle.....	Polo
Courtney, Edith Clare. ....	Stephenson.....	Freeport
Dalrymple, Ruth E... ..	Kane.....	Elgin

# *The Northern Illinois State Normal School.*

Name.	County.	Town.
Doyle, Helen M.....	Lake.....	Waukegan
Eddy, Josephine V.....	Lake.....	Zion City
Farmer, Flora A.....	DeKalb.....	DeKalb
Fisher, Clara Louise....	Rock Island .....	Rock Island
Froom, May K.....	Cook.....	Chicago
Gannon, Marcella.....	Kane.....	Elgin
Garrett, Jessie.....	Kankakee.....	Monee
Hager, Emma V. M.....	Cook... ..	Barrington
Hirth, Lillian F.....	Whiteside.....	Rock Falls
Jenkins, Edith Leota .....	DeKalb.....	DeKalb
Kempson, Rosa.....	DeKalb.....	Malta
Klink, Florence E.....	Kane.....	Aurora
Mars, Grace E.....	Cook.....	Chicago
Mighell, Harriet E.....	Kendall.....	Plano
Mosher, Ethel Mae .....	DeKalb.....	DeKalb
Newton, Verna G.....	DeKalb.....	Sandwich
Norris, Elizabeth.....	DuPage.....	West Chicago
Odlin, Nellie. ....	Whiteside.....	Morrison
Riordan, Nellie.....	Whiteside.....	Fenton
Sanford, Hazel B.....	DeKalb.....	DeKalb
Smart, Ella Daisy.....	DuPage.....	Downers Grove
Sokolouk, Lola H.....	Kane.....	Elgin
Thompson, Laura.....	Mercer.....	Aledo
Townsend, Ruth A....	DeKalb.....	Sycamore
Truby, Ethel B.....	DeKalb.....	Sycamore
Tucker, Maude I.....	JoDavieess.....	Stockton
VanDriesen, Winifred M.....	Kane.....	Elgin
Warren, Golda.....	(Texas).....	San Antonio
Wolber, Ruth M.....	Carroll.....	Milledgeville

## Students who have Finished more than Two Years in the Three-Year Course.

Ackert, Edith V.....	Lee. ....	Dixon
Morris, Dessa Belle.....	Lee.....	Franklin Grove
Swank, Ada Myretta.....	Cook.....	Austin

## Students who have Finished Two Years in the Three-Year Course.

Eck, Josephine A.....	LaSalle.....	Troy Grove
Johnson, Wm. A.....	Boone.....	Capron
McCormick, Julia.....	DeKalb.....	Shabbona
Morris, Kittie B.....	Whiteside.....	Lyndon
Pearson, Hazel E.....	DeKalb.....	Sycamore
Woodburn, Roy.....	Ogle.....	Byron

## Catalogue and Course of Study.

### Students who have Finished more than One Year in Three-Year Course.

Name.	County.	Town.
Alsop, Ada.....	DeKalb.....	Waterman
Bryson, Florence.....	JoDaviess.....	Elizabeth
Chesebro, Hattie.....	DeKalb.....	DeKalb
Davis, Lillian E.....	Cook.....	Edison Park
Dettmer, Blanche.....	DeKalb.....	Sycamore
Gastfield, Aurelia.....	Lake.....	Deerfield
Gastfield, Frances.....	Lake.....	Deerfield
Givens, Ellsworth.....	DeKalb.....	Elva
Hartman, Bertha.....	Stephenson.....	Cedarville
Horan, Cecelia G.....	DeKalb.....	Maple Park
Johnson, Tula M.....	Whiteside.....	Tampico
Jones, Lillian S.....	DeKalb.....	Kirkland
Kepner, Edna N.....	Stephenson.....	Lena
Love, Floyd R.....	Stephenson.....	Freeport
McGrath, Robert.....	Carroll.....	Mt. Carroll
McOwan, Ella E.....	Kane.....	Sugar Grove
Melville, Zoe.....	Cook.....	Wilmette
Pearson, Esther E.....	DeKalb.....	Kirkland
Peterson, Hilda E.....	DeKalb.....	Kirkland
Plank, Clayton B.....	DeKalb.....	DeKalb
Plant, Ethel Mae.....	(Wisconsin).....	Butternut
Raplee, Mildred.....	DeKalb.....	Cortland
Ross, G. Clayton.....	McHenry.....	McHenry
Tastad, Lydia.....	DeKalb.....	Lee
Templeton, Lizzie.....	Stephenson.....	Dakota
Thackaberry, Mamie.....	Whiteside.....	Tampico
Thomas, Esther E.....	DeKalb.....	Sycamore
Todd, Wm.....	Grundy.....	Gardner
Vial, Margaret A.....	Cook.....	LaGrange
Warber, Birdie.....	DeKalb.....	DeKalb
Wilkinson, Alice.....	DeKalb.....	Clare

### Students who have Finished One Year in the Three-Year Course.

Adee, Verna M.....	DeKalb.....	Clare
Bechtold, Bessie P.....	Stephenson.....	Freeport
Bemisderfer, Katharine M.....	Will.....	Monee
Bemisderfer, Marion L.....	Will.....	Monee
Bishop, Georgia I.....	Ogle.....	Stillman Valley
Borman, Mabel M.....	Whiteside.....	Morrison

*The Northern Illinois State Normal School.*

Name.	County.	Town.
Carmichael, A. Marguerite.....	Ogle.....	Stillman Valley
Gibson, Pearl E.....	DeKalb.....	Kirkland
Haefele, Pluma V.....	Rock Island.....	Reynolds
Harris, Blanche H.....	Grundy.....	Braceville
Hill, Nellie G.....	Winnebago.....	Rockford
Lewis, Pauline C.....	Lee.....	Amboy
Maynard, Laura G.....	Bureau.....	Tiskilwa
Overton, Addie.....	McHenry.....	Solon Mills
Porter, Ruth E.....	Henry.....	Atkinson
Shapland, Marlon B.....	Bureau.....	Manlius

Students who have Finished less than One Year in the  
Three-Year Course.

Bailey, Leona L.....	Grundy.....	Braceville
Barnett, Irma W.....	DeKalb.....	Sycamore
Cleveland, Mae E.....	Ogle.....	Rochelle
Coomber, Lola Thedora.....	Stephenson.....	Waddhams Grove
Coomber, Elsie E.....	Stephenson.....	Waddhams Grove
Cramer, Lillian D.....	Carroll.....	Mt. Carroll
Davison, Luella.....	DeKalb.....	Carlton
Duffy, Anna.....	DeKalb.....	Waterman
Eddy, Ruie Ethel.....	Lake.....	Zion City
Eriksen, Louise J.....	Kendall.....	Newark
Fanning, Marguerite.....	DeKalb.....	Hinckley
Gage, Helen J.....	Kane.....	Elgin
Gosnell, Glen.....	DeKalb.....	DeKalb
Dale, Reynolds D.....	Bureau.....	Tampico
Finkenbinder, Royal R.....	Stephenson.....	Kent
Harris, Grace Irene.....	LaSalle.....	Earlville
Hewitt, Madaline.....	DeKalb.....	DeKalb
Holland, Ernest.....	DeKalb.....	DeKalb
Horan, Mary E.....	DeKalb.....	Maple Park
Howatt, Margaret B.....	Will.....	Braidwood
Jacobs, Edna J.....	Bureau.....	Mineral
Johnston, Howard.....	Ogle.....	Byron
Jonas, Salome.....	Stephenson.....	Winslow
Jones, Mamie E.....	Lee.....	Franklin Grove
Kuehl, Dora B.....	Kane.....	Burlington
Larson, Jessie A.....	DeKalb.....	Sycamore
Lucas, Bessie.....	Boone.....	Belvidere
McCabe, Margaret A.....	DeKalb.....	Cortland
McCleery, Bessie....	LaSalle.....	Leland
Middleton, Mary Mabel.....	Kane.....	Maple Park



## Catalogue and Course of Study.

Name.	County.	Town.
Miller, Emma M.....	Grundy.....	Braceville
Mix, Annette.....	DeKalb.....	DeKalb
Nash, Zelma.....	DeKalb.....	Genoa
O'Brien, Frank L.....	Kane.....	Maple Park
O'Brien, Walter.....	Kane.....	Maple Park
Scott, Anna M.....	Will.....	Braidwood
Sheetz, Clara M.....	Stephenson.....	Freeport
Snow, Marguerite.....	DeKalb.....	Cortland
Somers, Rose B.....	Ogle.....	Creston
Stringfellow, Gertrude.....	Kane.....	Vergil
Thurston, Mary Ann.....	Kane.....	Maple Park
Toms, Ella M.....	JoDaviess.....	Elizabeth
Warber, Pansy H.....	DeKalb.....	DeKalb
Warber, Pearl.....	DeKalb.....	DeKalb
Werner, Antoinette M.....	Will.....	Beecher
White, Ada E.....	DeKalb.....	DeKalb
Wright, Florence M.....	DeKalb.....	Malta

Students who have Finished Two Years in the Four-Year Course for  
Graduates of Rural Schools.

Barr, Rita Mildred..... Will..... Braidwood

Students who have Finished One Year in the Four-Year Course  
for Graduates of Rural Schools.

Borger, Charles T.....	Stephenson.....	Winneshiek
Cahill, Elizabeth A.....	JoDaviess.....	Stockton
Gillis, Alice M.....	DeKalb.....	Malta
Haish, Vernie M.....	DeKalb.....	Hinckley
Hall, Tannie Cerenza.....	McHenry.....	Marengo
Hubbard, Clara Belle.....	DeKalb.....	Hinckley
Lynch, Bessie.....	DeKalb.....	Waterman
Manroe, Hazel A.....	DeKalb.....	DeKalb
Quinn, Lucy.....	DeKalb.....	Malta
Snyder, Leroy.....	Stephenson.....	Freeport
Tweed, Clara.....	DeKalb.....	DeKalb
Wolfe, Leora.....	Stephenson.....	Dakota

Students who have Finished less than One Year in the Four-Year  
Course for Graduates of Rural Schools.

Bailey, Sadie R.....	Will.....	Braidwood
Bennett, Anna M.....	JoDaviess.....	Stockton
Chapman, Florence L.....	Kane.....	Burlington
Church, Ethel S.....	Boone.....	Caledonia



## *The Northern Illinois State Normal School.*

Name.	County.	Town.
Darnell, Alice.....	DeKalb.....	Sycamore
Deets, Fern A. ....	Carroll.....	Milledgeville
Gillis, Elma Jennie.....	Ogle.....	Creston
*Hicks, Fay Dorles.....	DeKalb.....	Kirkland
Kliber, Elsie Mae... ..	DeKalb.....	Sycamore
McCarthy, Mabel F.....	DeKalb.....	Clare
Pemberton, Eleanor.....	Iroquois.....	Watseka
Redmond, John.... ..	DeKalb.....	Carlton
Riechers, Dorothea.....	DeKalb.....	DeKalb
Worsley, Cynthia.....	LaSalle.....	Triumph

### Students who have Finished Three Years of the Four-Year Classical Course.

McMurry, Donald.....	DeKalb.....	DeKalb
----------------------	-------------	--------

### Students who have Finished more than Two Years of the Four-Year Classical Course.

Bautista, Santiago.....	(Philipine Islands).....	San Isidro
McMurry, Ruth Emily.....	DeKalb .....	DeKalb

### Students who have Finished less than One Year in the Four-Year Classical Course.

Wilson, Lena R.....	DeKalb .....	Kingston
---------------------	--------------	----------

### Students Who Attended the Summer School, June 22 to July 31.

Adee, Verna May.....	DeKalb.....	Clare
Alexander, Klea.....	Peoria.....	Peoria
Allen, Beulah M.....	DeKalb.....	Waterman
Allen, Grace G.....	DeKalb.....	DeKalb
Allen, Lena M.....	Winnebago.....	Roscoe
Allen, Veronica E.....	DeKalb.....	Cortland
Alsup, Ada .....	DeKalb.....	Waterman
Anderson, Bettie N.....	McHenry.....	Marengo
Anderson, Frances W.....	Cook.....	Chicago
Anderson, Judith E.....	Rock Island.....	Port Byron
Andrew, Martha R.....	Winnebago.....	Argyle
Arreza, Lino... ..	(Philippine Islands).....	Cantilan
Arnold, Bertha May.....	Ogle.....	Rochelle
Arnold, Musa M.....	Boone.....	Belvidere
Arntzen, Inga Irene .....	DeKalb.....	Sycamore
Aska, Helen Margaret.....	Ogle.....	Creston
Avery, Harold.....	DeKalb.....	DeKalb
Bachman, Estelle.....	Lee.....	Dixon

\*Not permitted to return.

# *Catalogue and Course of Study.*

Name.	County.	Town.
Badgley, Ila Gladys.....	DeKalb.....	DeKalb
Bahr, Alice M.....	DeKalb.....	DeKalb
Bailey, Leona.....	DeKalb.....	DeKalb
Bailey, Sadie .....	DeKalb.....	DeKalb
Baird, Melva Bry.....	Kendall.....	Plano
Baker, Nellie J.....	DeKalb.....	Waterman
Baker Rosa Mae.....	LaSalle.....	Mendota
Baldwin, Eva Mary.....	Kane.....	Hampshire
Bandelman, Grace.....	DeKalb.....	Hinckley
Banks, Sadie J.....	Boone.....	Irene
Barmore, Ella A.....	Boone.....	Belvidere
Barr, Mildred Rita.....	Will.....	Braidwood
Barron, Louese.....	DeKalb.....	Sycamore
Barron, Shirley W.....	DeKalb.....	Sycamore
Barry, Elizabeth J.....	Jo Daviess.....	Galena
Bates, S. Jennie.....	McHenry.....	Marengo
Bautista, Santiago.....	(Philippine Islands).....	San Isidro
Baxter, Bertha E.....	Winnebago.....	Rockford
Beach, Mable.....	Winnebago.....	Pecatonica
Bealer, Ruby A.....	Whiteside.....	Fenton
Beckman, Louise A.....	DeKalb.....	DeKalb
Beckwith, Helen M.....	Lake.....	Rockefeller
Behrens, Clara A.....	Kendall.....	Plano
Bender, Lloyd.....	Stephenson.....	Kent
Bennett, F. L.....	Lee.....	Franklin Grove
Benson, Mable.....	DeKalb.....	DeKalb
Benson, Stella M.....	Winnebago.....	Pecatonica
Benton, Ada.....	Kane.....	Kaneville
Beswick, Elizabeth.....	Whiteside.....	Morrison
Beswick, Mable A.....	Whiteside.....	Morrison
Bilney, Bess Marietta.....	DeKalb.....	Sycamore
Blagden Helen Lucile.....	DeKalb.....	Sycamore
Bobby, Pearl.....	Marshall.....	Henry
Bowers, Mildred.....	Lee.....	Ashton
Boyle, Gertrude Mary.....	DeKalb.....	Sycamore
Boyne, Flora.....	Kendall.....	Millington
Boyne, Henrietta.....	Kendall.....	Millington
Brew, Vida Belle.....	DeKalb.....	Sycamore
Briggs, Elda Gertrude.....	(Nebraska).....	Franklin
Bristow, Louise.....	DeKalb.....	DeKalb
Bronson, Mable G.....	LaSalle.....	Streator
Broquist, Myrtle L.....	Rock Island.....	Port Byron
Brothers, Clark A.....	Woodford.....	El Paso
Brown, Hazel.....	DeKalb.....	Genoa

*The Northern Illinois State Normal School.*

Name	County	Town
Bruce, Zora L.....	Boone.....	Belvidere
Bruechner, Sophia.....	LaSalle.....	Earlville
Bryant, Louise.....	Bureau.....	Princeton
Budlong, Evelyn L.....	Cook.....	Chicago
Burke, Anna C.....	LaSalle.....	Peru
Burke, Madge Loretta.....	LaSalle.....	Utica
Burns, Mabel.....	Bureau.....	Princeton
Burton, Ada J.....	Boone.....	Belvidere
Butts, George.....	DeKalb.....	Sycamore
Buzzell, Florence.....	DeKalb.....	Sycamore
Cadman, Ethel M.....	DuPage.....	Glen Ellyn
Campbell, Mildred A.....	DeKalb.....	DeKalb
Carroll, Laura B.....	McHenry.....	Harvard
Carter, Nora.....	DeKalb.....	DeKalb
Chase, Anna.....	DeKalb.....	DeKalb
Chelseth, Amelia Clein.....	Kane.....	Elgin
Chesebro, Hattie E.....	DeKalb.....	DeKalb
Christensen, Grace Teresa.....	DeKalb.....	Fairdale
Churchill, Estella.....	DeKalb.....	Sycamore
Clark, Marjorie E.....	DeKalb.....	Sycamore
Clarke, Ethel Pearl.....	DeKalb.....	Clare
Cleveland, Frances.....	LaSalle.....	Earlville
Cleveland, Jessie M.....	Kendall.....	Newark
Clikeman, Stella M.....	Winnebago.....	Rockford
Cody, Irene M.....	LaSalle.....	Sheridan
Colburn, Addie B.....	Kane.....	Aurora
Collin, Signe O.....	DeKalb.....	DeKalb
Collins, Elsie M.....	Kendall.....	Marengo
Collis, Loretta C.....	Cook.....	Chicago
Cook, Alice B.....	McHenry.....	Harvard
Cooper, Bessie.....	Mercer.....	Aledo
Cornell, William S.....	Kane.....	Sugar Grove
Corson, Zada.....	DeKalb.....	Genoa
Cowell, Cora Belle.....	LaSalle.....	Mendota
Coy, Genevieve.....	DeKalb.....	Sandwich
Craig, Mary Emma.....	Warren.....	Kirkwood
Cramer, Lillian D.....	Carroll.....	Mt. Carroll
Crandall, Bertha Idell.....	Ogle.....	Creston
Crandall, Mary.....	LaSalle.....	Mendota
Crowder, Mae G.....	Winnebago.....	Durand
Dailey, Ella F.....	Ogle.....	Creston
Dalrymple, Ruth E.....	Kane.....	Elgin
Daring, Daisy.....	Winnebago.....	Rockford
Davis, Lillian.....	Cook.....	Edison Park

## Catalogue and Course of Study

Name.	County.	Town.
Davis, Mattie E.....	Henry..	Geneseo
Davison, Bertha A.....	DeKalb.....	Carlton
Dawson, Ella C.....	Lake.....	Deerfield
Dawson, Guyneth V.....	Champaign .....	Champaign
Dearlove, Carol M.....	Cook.....	Glen View
De Gerald, Beatrice..	Kane.....	Aurora
Delles, Lillian.....	DeKalb.....	Sycamore
Desmond, Mae Elizabeth....	McHenry.....	Woodstock
Desmond, Margaret A.....	McHenry.....	Woodstock
Dettmer, Blanche.....	DeKalb.....	Sycamore
Devine, Annetta M.....	DeKalb.....	Hinckley
Dewitt, Jessie E.....	Winnebago.....	Rockford
Dietrich, Pearl.....	Marshall .....	Henry
Dinderman, Glenna Fay.....	Ogle.....	Foreston
Dishong, Ida.....	Lee.....	Amboy
Doyle, Helen M.....	Lake.....	Waukegan
Doyle, Mary Ellen.....	Kane.....	Maple Park
Drury, Aldana.....	Cook.....	Wilmette
Duers, Maggie M.....	Lake.....	Wauconda
Duffy, Catherine E.....	DeKalb.....	DeKalb
Dunn, Agnes C.....	DuPage.....	Downers Grove
Durham, Eva I.....	Carroll.....	Mt. Carroll
Dye, Abbie C.....	DeKalb.....	Sycamore
Eade, Gladys .....	JoDaviess.....	Elizabeth
Edwards, Cosa M.....	Lake .....	Waukegan
Eggleston, Mabel L.....	Kankakee.....	Kankakee
Eilenberger, Eleanor.....	DuPage.....	Wheaton
Eldredge, Ann M.....	McHenry.....	Algonquin
Ellis, Grace W..	Boone.....	Belvidere
Farley, Elnora F.....	Whiteside ..	Fulton
Fairlie, Mae..	Henry.....	Cambridge
Feldott, Evelyn M.....	Kane.....	Batavia
Fitzgerald, Elizabeth.....	Cook.....	Chicago
Forsyth, Ginevra.....	Winnebago.....	Rockford
Foster, Nellie.....	Boone .....	Capron
Frederick, Helen H.....	Ford.....	Paxton
Freeman, Anna Louise.....	LaSalle.....	Sheridan
Fulton, Laura M.....	Cook.....	Tinley Park
Gage, Helen J.....	Kane.....	Elgin
Gage, Mary Edna.....	Kane.....	Elgin
Gahagan, Genevieve .....	DeKalb.....	DeKalb
Gahagan, Mary Margaret.....	Cook.....	Chicago
Gainer, Cassandra.....	Cook.....	Palatine
Gainer, Elsie R.....	Cook.....	Palatine

*The Northern Illinois State Normal School.*

Name.	County.	Town.
Gannon, Elvarina.....	Kane .....	Elburn
Georgeson, Ellen.....	Boone.....	Capron
Gilbert, Frances H .....	DeKalb.....	DeKalb
Gillam, Elta Mae.....	Kendall.....	Bristol
Gillis, Laura A.....	DeKalb.....	Malta
Gillogly, Laura.....	Carroll.....	Savanna
Given, Leona F.....	Whiteside.....	Fenton
Givens, Ellsworth W.....	DeKalb.....	Elva
Gleason, Nellie Martha.....	DeKalb.....	DeKalb
Goemble, Katharine.....	Henry.....	Geneseo
Goodrich, Elloise.....	McHenry.....	Marengo
Goodyear, Bertha D.....	DeKalb.....	DeKalb
Gorham, Frances A.....	DuPage.....	Wheaton
Gouse, Margaret L.....	JoDaviess.....	Elizabeth
Govig, Martha.....	Ogle.....	Creston
Gran, Mabel.....	Henry .....	Cambridge
Green, Hattie R.....	Henry.....	Anawan
Greenaway, Pyrl.....	DeKalb.....	Sycamore
Greene, Dolly.....	DeKalb.....	Waterman
Greenlee, Elizabeth.....	Boone.....	Caledonia
Groeziuger, Mary K.....	JoDaviess.....	Elizabeth
Grosh, Myrtle L.....	LaSalle.....	Streator
Gross, Emma.....	DeKalb.....	DeKalb
Gruby, Luella.....	JoDaviess.....	Elizabeth
Gruby, Mabel B.....	JoDaviess.....	Elizabeth
Gunner, Sue Helen.....	Winnebago.....	Rockford
Haegg, Martha Helen.....	Winnebago.....	Rockford
Hamilton, Edith S.....	DeKalb .....	Sycamore
Hammett, Dorthy B.....	DuPage.....	Wheaton
Hapman, Amine W.....	LaSalle....	Earlville
Hardy, Katharine F.....	Winnebago.....	Roscoe
Hart, Mattie A.....	DeKalb.....	Shabbona
Hart, Rose Anna.....	DeKalb.....	Malta
Hartmann, Lena M.....	McHenry.....	Marengo
Hathaway, Maude E.....	Ogle.....	Kings
Hazlett, Loretta Irene.....	Bureau.....	Depue
Heid, Pauline C.....	JoDaviess.....	Galena
Heitter, Martin Luther.....	Stephenson.....	Eleroy
Henderson, A. Marguerite.....	Ogle ....	Holcomb
Hendricks, Hazel Dell.....	Whiteside.....	Sterling
Henkel, Estella M.....	Bureau.....	Spring Valley
Hensel, Grace H. ....	Bureau.....	Princeton
Hereley, Alice B.....	McHenry.....	Harvard
Hermanson, Ona....	Boone .....	Capron



## Catalogue and Course of Study.

Name.	County.	Town.
Herrick, Helen Fern.....	DeKalb.....	DeKalb
Hewitt, Medaline.....	DeKalb.....	DeKalb
Hiland, Marietta R.....	DeKalb.....	DeKalb
Hiland, Olina Tomina.....	Lee.....	Steward
Hollingsworth, Lela Mary.....	DeKalb.....	Kirkland
Hopp, Lucy.....	Boone.....	Capron
Horan, Gertrude.....	DeKalb.....	Maple Park
Horan, Nettie..	DeKalb.....	Cortland
Horn, Clara E.....	DuPage.....	West Chicago
Horn, Florence L.....	Cook.....	Chicago
Hubbard, Nellie Wells.....	DeKalb.....	DeKalb
Hubbard, Ruth E.....	DeKalb.....	DeKalb
Hueber, Grace L.....	DeKalb.....	Malta
Illig, Helen L.....	DeKalb.....	DeKalb
Ives, Lottie M.....	Mercer.....	New Boston
Jackson, Flora Belle.....	DeKalb.....	DeKalb
Johns, Alice E.....	Winnebago.....	Rockford
Johnson, Eleanor.....	Bureau.....	Depue
Johnson, Estella I.....	DeKalb.....	DeKalb
Johnson, Nina.....	McHenry.....	Nunda
Johnson, Tula M.....	Bureau.....	Tampico
Johnson, Wm.....	Boone.....	Capron
Johnston, Howard.....	Ogle.....	Byron
Jones, Alice Edith.....	DeKalb.....	Kirkland
Jones, Jennie.....	Henry.....	Kewanee
Jones, Mamie E.....	Lee.....	Franklin Grove
Kaufmann, Myrtle L.....	Stephenson.....	Freeport
Kearnaghan, Grace.....	Carroll.....	Mt. Carroll
Keefe, Katherine M.....	DeKalb.....	Sycamore
Keefer, Marie V.....	Whiteside.....	Sterling
Keeney, Eda M.....	McHenry.....	Marengo
Kelley, Louise A.....	LaSalle.....	Ottawa
Kempson, Rosa.....	DeKalb.....	Malta
Kepner, Edna N.....	Stephenson.....	Lena
Kilker, Gertrude.....	Ogle.....	Egan
Kimball, Emery L.....	McHenry.....	Ridgefield
King, M. Eleanor.....	Ogle.....	Kings
Kirby, Marguerite.....	Lee.....	Steward
Kissick, Eena.....	Bureau.....	Tiskilwa
Kitterman, Marion G.....	Bureau.....	Tiskilwa
Knapp, Mae Stella.....	(Nebraska).....	Orchard
Knapp, Merle F.....	(Nebraska).....	Orchard
Kolstedt, Ruby M.....	Will.....	Monee
Lambert, Annetta.....	Carroll.....	Savanna



*The Northern Illinois State Normal School.*

Name.	County.	Town.
Lambert, Mary .....	Boone .....	Capron
Lancaster, Lillie B.....	Boone.....	Poplar Grove
Lang, Clarence F.....	Carroll.....	Chadwick
Langwill, Martha.....	Winnebago.....	Rockford
Lantzer, Cora.....	Stephenson.....	Pearl City
Larson, Eva Pearl.....	DeKalb .....	DeKalb
Larson, Evelyn.....	Bureau.....	Princeton
Lattin, Zaida.....	DeKalb .....	Sycamore
Law, Clara M.....	Kankakee .....	Momence
Lawlor, Agnes C.....	Will.....	Manhattan
Lawlor, Genevieve C.....	Will .....	Manhattan
Lawrence, Winnifred.....	Kane.....	Burlington
Lawshe, Florence D.....	DeKalb .....	Sycamore
Lenzen, Mayme.....	LaSalle .....	Peru
Lentz, Mary.....	Stephenson .....	Ridott
Lewis, Pauline C.....	DeKalb .....	DeKalb
Lilly, Ada E .....	Winnebago .....	Durand
Lines, Minnie Pearl .....	Ogle.....	Monroe Center
Lintner, Adah G.....	DeKalb.....	Hinckley
Lodeski, Florence.....	Lake....	Gurnee
Loomis, Eunice D.....	DeKalb .....	Sycamore
Lorenson, Bessie O.....	DeKalb .....	DeKalb
Love, Ethel L.....	DeKalb .....	Sycamore
Love, Floyd R.....	(California).....	Stockton
Lucas, Rose Janet.....	DeKalb.....	Malta
Lyon, Elizabeth L.....	Stark.....	Toulon
Lyon, Lena C.....	Stark.....	Toulon
McCabe, Verna E .....	DeKalb.....	Malta
McCartin, Bessie.....	Winnebago.....	Winnebago
McClatchey, Jessie.....	Winnebago.....	Rockford
McConnell, Blanche S.....	Rock Island.....	Hillsdale
McCormack, Josephine.....	JoDaviess.....	Warren
McCoy, Orah S.....	Cook.....	Chicago Heights
McDermott, Margaret.....	Ogle.....	Rochelle
McDonald, Annabelle.....	Bureau.....	Dalzell
McDonald, Ella J.....	Bureau .....	Arlington
McDonald, Tillie C.....	Bureau.....	Arlington
McEwan, Anna... ..	Kane.....	Vergil
McEwan, Mary .....	Kane.....	Vergil
McInnes, Edna Mae.....	Kane.....	Big Rock
McKean, L. Blanche.....	Stark.....	Bradford
Macklin, Mary E.....	Lee.....	PawPaw
McKinley, Jessie H.....	JoDaviess.....	Elizabeth
MacLagan, Janet.....	Cook.....	Chicago

## Catalogue and Course of Study

Name.	County.	Town.
McMenamin, Ellen Josephine.....	DeKalb.....	Cortland
McMenamin, Mary G .....	DeKalb.....	Carlton
McMullen, Florence.....	Henry.....	Kewanee
McMurray, Donald L.....	DeKalb .....	DeKalb
McNames, Jessie.....	DeKalb .....	Sycamore
McNett, Bertha A.....	Ogle.....	Mt. Morris
Madden, Warren J.....	Stephenson .....	Freeport
Mahaffey, Blanche .....	DeKalb .....	DeKalb
Maley, Ivy Catherine.....	Ogle .....	Rochelle
Mallette, Julia.....	Rock Island.....	Reynolds
Mars, Grace E.....	Cook.....	Chicago
Masear, Rosa L.....	LaSalle.....	Leland
Mason, Bertha K.....	Morgan.....	Jacksonville
Mason, Myra S.....	Bureau .....	Dalzell
Matthews, Mabel I.....	Cook.....	Chicago
Maxfield, Jane E.....	DeKalb.....	Sycamore
Meads, Linnie Estella.....	LaSalle .....	Earlville
Meehan, Bessie.....	Boone.....	Belvidere
Metzger, Mercedes.....	DuPage.....	West Chicago
Meyer, Henriette.....	Winnebago.....	Pecatonica
Meyers, Anna E. R.....	Stephenson.....	Freeport
Mighell, Harriett.....	Kendall.....	Plano
Milligan, Emma J.....	Whiteside.. ..	Tampico
Miner, Nina V.....	Winnebago.....	Rockford
Moore, Gertrude E.....	Winnebago.....	Rockford
Morris, Dessa Belle.....	Lee... ..	Franklin Grove
Morrison, Minnie Jane.....	Putnam.....	Granville
Mosher, Ethel M.....	DeKalb.....	Elva
Munroe, Lillian.....	(Michigan).....	Everette
Murray, Lou B .....	Kankakee.....	Union Hill
Murry, Rosina J.....	DeKalb.....	Kirkland
Nadig, Alice M....	JoDavieess.....	Elizabeth
Nash, Zelma.....	DeKalb.....	Genoa
Neighbour, Jessie A.....	Lee.....	Dixon
Nelson, Kristine.....	LaSalle.....	Streator
Nelson, Minnie A.....	DeKalb.....	DeKalb
Nelson, Ollie Bertha.....	McHenry.....	Marengo
Nelson, Ora A.....	DeKalb.....	DeKalb
Nelson, Virginia Olive.....	DeKalb.....	DeKalb
Nelson, Raymond A.....	DeKalb.....	DeKalb
Nichols, Persis Marie.....	(Michigan).....	Fennville
Noltemeier, Ella F.....	Stephenson.....	Freeport
Norris, Mildred Clara.....	DuPage .....	West Chicago
Nowe, Helen O.....	DeKalb.....	Lee

*The Northern Illinois State Normal School.*

Name.	County.	Town.
Nye, Julia.....	Winnebago.....	Rockford
O'Brien, John.....	Kane.....	Maple Park
O'Brien, Walter.....	Kane.....	Maple Park
Ocock, Florence M.....	McHenry.....	Marengo
O'Connor, Mary A . . . . .	Stephenson.....	Freeport
Odlin, Nellie.....	Whiteside.....	Morrison
O'Halloran, Charlotte E.....	LaSalle.....	Peru
O'Halloran, Harriet.....	LaSalle.....	Peru
Ohlmacher, Gertrude . . . . .	DeKalb.....	Sycamore
O'Kane, Wm. H.....	Ogle.....	Pole
Olsen, Laura G.....	Winnebago.....	Rockford
Olsen, Mable E.....	Kane.....	Elgin
Orner, Elizabeth.....	Lee.....	Franklin Grove
Osborne, Myrta E.....	Winnebago.....	Rockford
Osmun, Isabel H.....	McHenry.....	N. Crystal Lake
Ovitt, Grace . . . . .	DeKalb.....	Hinckley
Parker, Edna I.....	Jo Daviess.....	Warren
Pemberton, Eleanor.....	Iroquois.....	Wateska
Pendergast, Teresa... . . . .	Kane.....	Elgin
Peters, Gertrude B.....	Ogle... . . . .	Monroe Center
Peterson, Emma.....	Henry.....	Geneseo
Phillips, Maude A.....	DeKalb.....	Waterman
Pittman, Jennie.....	Ogle.....	Leaf River
Plant, Ethel M.....	(Wisconsin).....	Butternut
Pooler, Effie.....	DeKalb.....	Waterman
Pooler, Emma.....	DeKalb.....	Waterman
Posson, Effie June.....	DeKalb.....	DeKalb
Powell, Eleanor W.... . . . .	Lee . . . . .	Dixon
Powers, Alta.....	Cook . . . . .	Barrington
Powers, Elizabeth B . . . . .	DeKalb.....	DeKalb
Pratt, Donna L.....	DeKalb.....	DeKalb
Puffer, Ray H.....	Boone . . . . .	Capron
Purviance, Frances.....	(Nebraska).....	Lincoln
Quitno, Elsie L.....	Ogle... . . . .	Creston
Quitno, Jane H... . . . .	Ogle . . . . .	Creston
Randall, Louise.....	Henry.....	Cambridge
Raplee, Mildred.....	DeKalb.....	Cortland
Reese, Travilla Louise.....	DeKalb.....	Kirtland
Reisner, Louis A . . . . .	DuPage.....	West Chicago
Reynolds, Eva C.....	Morgan.....	Jacksonville
Reynolds, Lena M.....	Ogle . . . . .	Rochelle
Richardson, Adah B.....	LaSalle.....	Leland
Riley, Anna Katharine.....	Ogle.....	Rochelle
Riley, Retta Viola.....	Bureau.....	Mineral

*Catalogue and Course of Study.*

Name.	County.	Town.
Riley, Rose Matilda.....	DeKalb.....	Malta
Rislow, Agness.....	Boone.....	Capron
Rix, Myrtle M.....	Boone.....	Belvidere
Roberts, Frances.....	DeKalb.....	Sycamore
Roberts, Nellie G.....	DeKalb.....	DeKalb
Robinson, Bessie M.....	DeKalb.....	Waterman
Roe, Elizabeth.....	Peoria.....	Peoria
Roe, Gladys Annis.....	Lee.....	Franklin Grove
Rogers, Bessie Louise.....	DeKalb.....	Sycamore
Rolandson, Junie.....	Boone.....	Capron
Root, Florence E.....	DeKalb.....	Sycamore
Rorig, Gertrude E.....	Kane.....	Elgin
Rossman, Gladys W.....	Ogle.....	Creston
Rowe, Muriel L.....	JoDaviess.....	Apple River
Roland, Ethel M.....	McHenry.....	Marengo
Rowley, Frances J.....	(Michigan).....	Hanover
Rowley, Nell M.....	DeKalb.....	Sycamore
Rutledge, Mary.....	DeKalb.....	Clare
Ryan, Agnes.....	McHenry.....	Woodstock
Ryan, Agnes Mary.....	Cook.....	Chicago
Rydbom, Della J.....	Winnebago.....	Rockford
Sandberg, Freda.....	DeKalb.....	Sycamore
Sandine, Agnes R.....	Winnebago.....	Rockford
Schermerhorn, Kate V.....	Ogle.....	Rochelle
Schott, Maude Frances.....	Kankakee.....	Union Hill
Schramm, Frances E.....	Stephenson.....	Freeport
Seely, Ethel H.....	DeKalb.....	Hinckley
Self, Bessie F.....	Lee.....	Dixon
Sergent, Ruby.....	DeKalb.....	Kingston
Seroy, Mae M.....	Will.....	Peotone
Sexauer, Hilda.....	Boone.....	Belvidere
Shafer, Floyd.....	DeKalb.....	DeKalb
Shannon, Effie Jane.....	DeKalb.....	Kirkland
Sheahan, Mae.....	DuPage.....	West Chicago
Sheriff, Ethel R.....	Mercer.....	Joy
Sherwood, Mae Irene.....	Ogle.....	Rochelle
Shippert, Ada M.....	Lee.....	Dixon
Shoellhorn, Eva M.....	Kane.....	Kaneville
Sickels, Mabelle.....	Kane.....	Aurora
Simonson, Selma S.....	LaSalle.....	Leland
Sincos, Della A.....	JoDaviess.....	Warren
Small, Fayette R.....	McHenry.....	Nunda
Smith, Caddie D.....	Winnebago.....	Rockford
Smith, Gertie B.....	Lee.....	PawPaw

*The Northern Illinois State Normal School.*

Name.	County.	Town.
Smyth, Stella A. ....	JoDavieess.....	Stockton
Snow, Marguerite.....	DeKalb.....	Cortland
Sokolouk, Lola H.....	Kane.....	Elgin
Sonneborn, Leola M.....	Will.....	Monee
Spiker, J. G.....	McHenry.....	Richmond
Stevens, Agnes M. ....	Kane.....	Elgin
Stevens, Laura A.....	Cook.....	Norwood Park
Stock, Annie Marie.....	McHenry.....	McHenry
Stokes, Blanche M.....	Cook.....	Oak Park
Stone, James E.....	DeKalb.....	Malta
Stott, Mina E.....	Lee.....	Dixon
Stout, J. Alice.....	DeKalb.....	Sycamore
Striegel, Laura R.....	DeKalb.....	Somonauk
Strossman, Marion R.....	Kane .....	Aurora
Stuart, Alta B.....	DeKalb... ..	DeKalb
Sullivan, Lillian.....	Ogle.....	Rochelle
Swank, Ada M.....	Cook .....	Chicago
Swift, Helene Mae.....	DeKalb.....	DeKalb
Swift, Lola E.....	DeKalb.....	DeKalb
Taylor, Faye Anna.....	Boone.....	Belvidere
Tenney, Bessie P.....	DuPage . . . .	Downers Grove
Teller, Maude H.....	Winnebago.....	Rockford
Thomas, Esther E.....	DeKalb.....	Sycamore
Thompson, Launa.....	Mercer.....	Aledo
Thye, Lillie T.....	Cook . . . .	Chicago
Tiffany, Hazel M. ....	Winnebago.....	Roscoe
Titus, H. Ina.....	Boone.....	Belvidere
Todd, Wm. McClure . . .	Grundy.....	Gardener
Townley, G. Frank.....	Whiteside.....	Fulton
Tweed, Clara L. ....	DeKalb.....	DeKalb
Tyrrell, Glen H.....	JoDavieess.....	Stockton
Van Driesen, Winifred.....	Kane.....	Elgin
VanEtten, Genevieve.....	DeKalb.....	Waterman
Vesta, Alice Bertha.....	Ogle .....	Creston
Vesta, Carrie L.....	DeKalb.....	Malta
Vincent, Gertrude.....	Winnebago.....	Roscoe
Wagner, Ina E .....	Ogle.....	Creston
Wagner, Lucy C.....	DuPage.....	Wheaton
Walker, Birdie J.....	Lee.....	Steward
Walker, George .....	DeKalb.....	Sandwich
Walker, Georgia Elsie....	Whiteside.....	Sterling
Walthers, Clarence C.....	Rock Island....	Port Byron
Warber, Birdie.....	DeKalb.....	DeKalb
Ward, Helen E.....	Cook.....	Berwyn



# *Catalogue and Course of Study.*

Name.	County.	Town.
Warren, Golda.....	Cook.....	Chicago
Wattles, Myrtle.....	McHenry.....	W. McHenry
Weeden, Ruth Tilden.....	DeKalb.....	Sycamore
Weeks, Eva C .....	Ogle.....	Rochelle
Werkheiser, Merritt W.....	Stephenson.....	Lena
Wenner, Cecil J.....	JoDavieess.....	Elizabeth
Wheeler, Eva S.....	Stephenson.....	Freeport
Wheeler, Lillian E.....	McHenry.....	McHenry
Whisman, Nora W....	Mercer.....	Hamlet
White, Ada.....	DeKalb.....	DeKalb
White, Mabel.....	DeKalb.....	DeKalb
White, Margaret E.....	Lake.....	Antioch
Whitford, Fred W.....	DeKalb.....	Waterman
Whitten, Jessie H.....	DeKalb.....	DeKalb
Wiggin, Anna M.....	Kendall.....	Plano
Wilkinson, Alice M.....	DeKalb.....	Clare
Willard, Ethel L.....	Lee.....	Dixon
Williams, Hattie.....	JoDavieess.....	Warren
Wills, Ethel.....	Winnebago.....	Rockford
Wilmington, Arthur G.....	McHenry.....	N. Crystal Lake
Wilson, Albert E.....	Cook.....	Chicago
Witherstine, Erma B.....	Winnebago.....	Rockford
Wolfram, Alma F.....	Boone.....	Capron
Wood, Hazel.....	DeKalb.....	DeKalb
Woodington, Louis C.....	Kankakee.....	St. Anne
Wray, Helen R..	Winnebago.....	Winnebago
Wright, Anna E.....	DeKalb.....	Malta
Wright, Avice.....	McHenry.....	Woodstock
Wurtz, Mary S.....	Will .....	Joliet



*The Northern Illinois State Normal School.*

SUMMARY OF ATTENDANCE.

Specials.....	7
Seniors.....	101
Two-Year Course.....	92
Three-Year Courses.....	103
Four-Year Courses.....	31
Summer Term.....	487
<hr/>	
Total.....	821
Names Counted Twice.....	80
<hr/>	
Total.....	741

TRAINING SCHOOL.

In Normal Building.

First Grade.....	23	
Second Grade.....	26	
Third Grade.....	27	
Fourth Grade.....	21	
Fifth Grade.....	47	
Sixth Grade.....	39	
Seventh Grade.....	27	
Eighth Grade.....	19	219
<hr/>		

In Glidden School.

First Grade.....	99	
Second Grade.....	56	
Third Grade.....	45	
Fourth Grade.....	18	
Fifth Grade.....	49	
Sixth Grade.....	36	
Seventh Grade.....	26	
Eighth Grade.....	28	357
<hr/>		
Total in Training School.....	576	
Total.....	1317	

COUNTIES REPRESENTED—33.

Boone	Lake	Stark
Bureau	LaSalle	Stephenson
Carroll	Lee	Warren
Champaign	McHenry	Will
Cook	Marshall	Whiteside
DeKalb	Mercer	Winnebago

*Catalogue and Course of Study.*

Dupage	Morgan	(California)
Ford	Ogle	(Iowa)
Grundy	Peoria	(Massachusetts)
Henry	Pike	(Michigan)
Iroquois	Putnam	(Nebraska)
JoDavieess	Rock Island	(Philippine Islands)
Kane		(Texas)
Kankakee		(Wisconsin)
Kendall		

ALUMNI REGISTER.

Class of 1900.

1. Bertram, Jennie Campbell, Aurora, Ill. 3 years.
2. Bush, Minne M., Huntington, Ind. 4 years.
3. Chamberlin, Linnie, Erie, Ill. 4 years.
4. Clark, Samuel C., University of Ill., Champaign, Ill. 8 years.
5. Flentje, Lewis Edwin, Amboy, Ill. 2 years.
6. Gallagher, Margaret Anne, Evanston, Ill. 8 years.
7. Hamel, Cecella, Evanston, Ill. 8 years.
8. Hamm, Eva Grace, 5 years. Died in Sterling, Ill. Nov. 17, '06.
9. Hausen, Minnie Adella, Wm. Penn. Nixon School, Chicago, 8 years.
10. Johnston, J. Winnifred, Oak Park, Ill. 4 years.
11. McCrea, Ida H., Creston, Ill. 6 years.
12. Martin, Lida Chenoweth, Decatur, Ill. 8 years.
13. Rinde Mitchell, Elizabeth J. H. Oklahoma City, Okla. 7 years.
14. Mize, Addison Roy, La Canado, Cal. 7 years.
15. Patten, (Shipman), Mary, De Kalb, Ill. 2½ years.
16. Sweeney, Joanna, R, Fort Sheridan, Ill. 4½ years

Class of 1901.

17. Baker, Lou, Portage, Wis. 5 years.
18. Banks, Eleanor Hannah, Morse School, Chicago. 7 years.
19. Bennett, Frank LuVerne, Principal Public School, Franklin Grove, Ill. 6 years.
20. Beverly, Rhoda May, Aurora, Ill. 7 years.
21. Brock, Agnes Cecelia, Batavia. Ill. 7 years.
22. Carpenter, Bertha Ella, Ontario, Cal. 6 years.
23. Cornell, Edward Mayberry, Lake Geneva, Wis. 4 years.
24. Crosby, Alice, Kewanee, Ill. 6 years.
25. Daehler, Marie Elizabeth, Chadwick, Ill. 8 years.
26. DeYoung, Richard Gerrit, Curtis School, Chicago, Ill. 7 years.
27. Doolittle, Eleanor Angeline, Aurora, Ill. 6 years.
28. Duffey, Margaret Laura, Died in DeKalb, Ill. Nov. 26, 1906. 2 years.

---

NOTE. The numbers at the right indicate the years of teaching since graduation.

*The Northern Illinois State Normal School.*

29. Dykeman, (Dunning), Jessie, 541 W. 124th St., New York City.
  30. Ekdahl, Nellie, Lanark, Ill. 7 years.
  31. Frye (Ferris), Birdie Xaripha, Rock Falls, Ill. 3 years.
  32. McCormick (Gagin), Mary Isabel, Rock Falls, Ill. 6½ years.
  33. Gilpatrick, Mabel Ethel, Plano, Ill. 7 years.
  34. Greenough, Charles Weston, County Superintendent of Schools, Grangeville, Idaho. 7 years.
  35. Hamm, Mary Helen, Dayton, O. 7 years.
  36. Hatch, Hattie Estelle, Evanston, Ill. 7 years.
  37. Hatch, Rose Louise, Lisle, Ill. 2 years.
  38. Hennings, Stella Alice, Student Lake Forest Seminary. 5 years.
  39. Herndon, Lena, Reno, Ill. 2 years.
  40. Huber, Crescenta, Jirka School, Chicago, Ill. 7 years.
  41. Bennett, (Jordan) Estella, Franklin Grove, Ill. 2 years.
  42. Lascelles, Ida Belle, Evanston, Ill. 7 years.
  43. Lee, Eva Grace, Fort Collins, Col. 2½ years.
  44. Lloyd, William Riley, Oak Park, Ill. 1 year.
  45. Lowman, Charles Elliott, Principal Public Schools, Hebron, Ill. 7 years.
  46. Lowman, (Smith), Mary Mabel, Hebron, Ill. 2 years.
  47. Allyn, (MacMillan), Helen, Chicago, Ill. 5 years.
  48. McBride, Charlotte Mabel, Rockefeller, Ill. 6 years.
  49. Meyer, Julia Edna, Marquette School, Chicago, Ill. 7 years.
  50. Murtfeldt, Minnie Augusta, Rockford, Ill. 7 years.
  51. Meyers, Nettie Daisy, Chadwick, Ill. 2 years.
  52. Nelson, Sena Christine, Berthold, N. D. 5 years.
  53. Obye, Katharine Helen, Student Univ. of Ill. 6 years.
  54. Toenniges, (Patten), Elizabeth May, DeKalb, Ill. 1 year.
  55. Cooney, (Phalen), Irene Anastacia, Woodstock, Ill. 5 years.
  56. Phillips, Eugene Martin, Freeport, Ill. 5 years.
  57. Poust, Roy Merton, DeKalb, Ill. 6 years.
  58. Ragland, Lewis Washington, Supt. Schools, Griggsville, Ill. 5 years.
  59. Berger, (Scott), Clara Leah, Seattle, Wash. 5 years.
  60. Carrin, (Spence), Olive Anna, Evanston, Ill. 4 years.
  61. Taylor, Elizabeth, Morrison, Ill. 7 years.
  62. Walter, Cora Viola, Student Univ. of Chicago, Ill. 3 years.
  63. Watson, Edith May, Boulder, Col. 1 year.
  64. White, Adda M., Genoa, Ill. 1½ years.
  65. Wright, Ivy Stuart, Aurora, Ill. 7 years.
- Class of 1902.
66. Robinson, (Adams), Mildred, Oregon, Ill. 2 years.
  67. Bodenschatz, Emily Christine, Elgin, Ill. 6 years.
  68. Boehringer, Clara Louise. Critic Teacher, State Normal School, Springfield, Mo. 6 years.

*Catalogue and Course of Study.*

69. Brandt, Grace Marie, Elgin, Ill. 5 years.
70. Bratton, Maude Ethelwyn, Kankakee, Ill. 5 years.
71. Brundage, Kate Anna, Jacksonville, Ill. 6 years.
72. Burns, Gertrude Margaret, Madison, Ind. 4 years.
73. Cool, Mary Forrest, Butte, Montana. 4 years.
74. Dunbar, Pearl Alma, Elgin, Ill. 6 years.
75. Madden (Farr) Elsie F., Rockford, Ill. 4 years.
76. Ferguson, Clarence Homer. 5 years.
77. Fitzpatrick, Margaret, Irving Park School, Chicago, Ill. 5 years.
78. Frederick, James I., Died Jan. 10, 1908. 5½ years.
79. Vent (Garretson), Mary Vance, DeKalb, Ill. 4 years.
80. Crowley (Garrity), Anna Julia, Triumph, Ill. 5 years.
81. Goodyear, Bertha Delphine, DeKalb, Ill. 6 years.
82. Gregory, Lottie Bell, Rockford, Ill. 6 years.
83. Griffith, Katherine Margaret, Ashton, Ill. 1 year.
84. Gruenewald, Emma Doretta, Principal High School, Rock Falls, Ill. 6 years.
85. Hayes, Lenora Blanche, Maywood, Ill. 6 years.
86. Hugett, Hatty Viola, Aurora, Ill. 4 years.
87. Kays, Victor C., Magnolia, Ill. 2 years.
88. Lenehan, Carolyn, Manteno, Ill. 4 years.
89. Woodward (Lilley), Marion Adriance, Aurora, Ill. 4 years.
90. Lyons, Elizabeth Ethel, Hammond School, Chicago, Ill. 6 years.
91. Roche, (Lyons), Louise Gertrude, Hampshire, Ill. 3 years.
92. Madden, David Burward, Rockford, Ill. 2 years.
93. Malone, Edward Philip, DeKalb, Ill.
94. Marshall, (Eades), Jessica, Irving Park, Ill. 1 year.
95. Mitchell, Julia Dot, Fuller School, Chicago, Ill. 6 years.
96. Mofet, William Raynor, 171 Caledonia St., Los Angeles, Cal. 1 year.
97. Murra, (Bayley), Mary A., Boston, Mass. 1 year.
98. Ness, Henry, Ames, Iowa. Ass't Zoological Laboratory. 2 years.
99. Nichols, Edgar Fremont, Principal Public School, Cuba, Ill. 6 years.
100. Bessesen (Nilson), Elsie Urania, Harvey, N. D. 4 years.
101. Philbrook, Mrs. Maud Simmons, Bisbee, Arizona. 2½ years.
102. Phillips, Ethel May, Harvard School, Chicago, Ill. 6 years.
103. Porcheur, Eugene Francis, Principal Public Schools, Apple River, Ill. 6 years.
104. Pratt, Ada Alila, Elgin, Ill. 4 years.
105. Rady, Agnes Teresa, Blue Island, Ill. 2 years.
106. Reed, Edna Belle, Moline, Ill. 6 years.
107. Rice, Ethel Vreeland, Mosely School, Chicago, Ill. 6 years.
108. Taplin, (Richardson), Miriam Daisy, Belvidere, Ill. 3 years.

*The Northern Illinois State Normal School.*

109. Robinson, Agnes Gertrude, John Spry School, Chicago, Ill. 6 years.
110. Rowley, Edith, Quincy, Ill. 6 years.
111. Rowley, Lizzie, Quincy, Ill. 6 years.
112. Sanford, Louis Rantzeau, Sycamore, Ill. 4 years.
113. Patt, (Shields), Dorothy, Aurora, Ill. 3 years.
114. Pundt (Smith), Eda Vina, Carpentersville, Ill. 4 years.
115. Sovereign, Edith Payne, Rockford, Ill. 6 years.
116. Starin, Mabel Minnie, Libby School, Chicago, Ill. 6 years.
117. Castle (Stiles), Mabel Bartlett, Elgin, Ill. 4 years.
118. \*Stuart, Alta D. DeKalb, Ill. 6 years.
119. Wagner, Lillian Elizabeth, Morgan Park, Ill. 6 years.
120. Williams Bertha M., Sterling, Ill. 6 years.
121. Bliss, (Woodman), Edith, Evanston, Ill. 5 years.
122. Zilligen, Mamie, Scanlan School, Chicago, Ill. 5 years.

Class of 1903.

123. Ackert, James Edward, Student Univ. of Ill. 4 years.
124. Baird, Grace Jean, Mattoon, Ill. 3 years.
125. Benedict, Mrs. Cora Taylor, Highland Park, Ill. 5 years.
126. Perkins, (Brainard), Ethelyn, Marengo, Ill. 3 years.
127. Clifford, Jean Margaret, Elgin, Ill. 3 years.
128. Coburn, Golda, Evanston, Ill. 5 years.
129. Cody, Mary Elizabeth, Aurora, Ill. 5 years.
130. Crapser, Jessamine, Highland Park, Ill. 5 years.
131. Cuniff, Emma Catherine, Elgin, Ill. 5 years.
132. Dore, Catherine Marie, McCormick School, Chicago, Ill. 5 years.
133. Dowdall, Leonora Emily, DeKalb, Ill. 5 years.
134. Elliott, Anna Gertrude, Irving School, Chicago, Ill. 5 years.
135. Dennison (Etling), Emma Irene, Grand Rapids, Mich. 4 years.
136. Garretson, Alice Irene, Evanston, Ill. 4 years.
137. Glover, Bertha Rodney, Ottawa, Ill. 5 years.
138. Rosette, (Goble,) Viola S., Minneapolis, Minn. 3 years.
139. Greenlee, Margaret, Beloit, Wis. 5 years.
140. Grimes, Effie Madge, Batavia, Ill. 5 years.
141. Gross, Lena, Serena, Ill. 5 years.
142. Grove, Gertrude, Morgan Park, Ill. 5 years.
143. Hausen, Henry Warren, Monroe School, Chicago, Ill. 5 years.
144. Hayes, Mrs. Katherine T., Nachusa, Ill. 1 year.
145. McDowell, (Heald,) Anna N., Marseilles, Ill. 3 years.
146. Heuman, Edith Elizabeth, Elgin, Ill. 5 years.
147. Hogan, Loreta A., Seneca, Ill. 5 years.
148. Isaacson, Hulda Christine, St. Charles, Ill. 4 years.
149. Johnson, Mattie B., DeKalb, Ill. 4 years.

---

\*Received diploma for 4-year course also June 20, 1907.



*Catalogue and Course of Study.*

150. Keeler, Fred Crosby, Student University of Illinois. 2 years.
151. Kiehle, Shirley, Evanston, Ill. 5 years.
152. Kruse, Anna Catheryn, Froebel School, Chicago, Ill. 5 years.
153. Leach, Bessie Elizabeth, Elgin, Ill. 5 years.
154. Lucas, Paul Jackson, Died at Longmont, Colo., March 21, 1907.  
3 years.
155. McLean, Addie Lucinda, Critic Teacher Northern Illinois State  
Normal School, DeKalb, Ill. 5 years.
156. Mallin, Winnie Louise, Chicago, Ill. 5 years.
157. Marshall, Jennie Morrison, Elgin, Ill. 5 years.
158. Murra, Fim, Secretary Sunday School Missions, Boston, Mass.  
3 years.
159. O'Hare, Sadie Madora, Seneca, Ill. 5 years.
160. Paulsen, Lillian, Von Humboldt School, Chicago, Ill. 5 years.
161. Paulsen, Charlotte, Supervisor of Music, Oneonta Normal School,  
N. Y. 5 years.
162. Pohl, Minnie Henrietta, Hayward, Cal. 4 years.
163. Pratt, Florence Marion, Weaverville, N. C. 2 years.
164. Puffer, Hal Everest, Buffalo, N. Y. 2 years.
165. Perrin, (Robbie,) Mary Smith, Aurora, Ill. 5 years.
166. Spring, Nellie, Evanston, Ill. 5 years.
167. Stanton, Martha Cecelia, Batavia, Ill. 4 years.
168. Stetzler, Lloyd Livingstone, Menaligo, Minn. 2 years.
169. Ware, (Talmadge,) Alice Lavoni. Died at Oregon, Ill., August 9,  
1907. 2 years.
170. Tazewell, Edna May, DeKalb, Ill. 5 years.
171. Thornton, Bessie Adelle, Rockford, Ill. 5 years.
172. Van Epps, Ida Maud, Principal Ward School, Belvidere, Ill. 5  
years.
173. Wheaton, Elsie M., San Jose, Cal. 4 years.
174. Gunning, (Wilson,) Abbie Jean, St. Charles, Ill. 3 years.
175. Wilson, Mary Mariva, Lake Forest, Ill. 5 years.
176. Winnie, Mrs. Mattie Kimball, Berwyn, Ill. 5 years.

Class of 1904.

177. Adams, Nida May, Sterling, Ill. 3 years.
178. Alley, Mary, Bismarck School, Chicago, Ill. 4 years.
179. Alsterlund, Mabel Alice, Moline, Ill. 4 years.
180. Althouse, Homer Dwight, Oregon, Ill. 3 years.
181. Baie, Tillie Cara, DeKalb, Ill. 4 years.
182. Banker, Grace Lillian, Aurora, Ill. 4 years.
183. Bardmas, Dora Alice, Weiser, Idaho. 4 years.
184. Barnsback, Birdie, St. Louis, Mo. 4 years.
185. Barradell, Albert Edward, Principal High School, Payette, Idaho.  
3 years.



*The Northern Illinois State Normal School.*

186. Brant, Mary Kathryn, Otis School, Chicago, Ill. 4 years.
187. Brown, Mrs. Clara Ellen, Rock Falls, Ill. 4 years.
188. Bryant, Ethel Frank, Macomb, Ill. 2 years.
189. Dieterle, (Carolus,) Edith Marie, Sterling, Ill. 2 years.
190. Pike, (Coultas,) Ethel Mary, Silvis, Ill. 2 years.
191. Cusator, Mary Elizabeth, Windsor, N. D. 3 years.
192. Davis, Alice Louise, St. Charles, Ill. 3 years,
193. Dawson, Dorothy J., Aurora, Ill. 4 years.
194. Dearborn, Lydia W., Three Rivers, Mich. 3 years.
195. Ely, Ruth Torrey, Morgan Park, Ill. 3 years.
196. Fahrney, Florence K., Boise City, Idaho. 4 years.
197. Fuller, Mary Ella, Hollywood, Cal. 2½ years.
198. Farrel, (Gibbs,) Mildred Emma, DeKalb, Ill. 1 year.
199. Gilpatrick, Emily Lena, Danville, Ill. 4 years.
200. Earle, (Green,) Alice Eleanor, St. Paul, Minn. 4 years.
201. Hendricks, Anna, Foster School, Chicago, Ill. 4 years.
202. Henning, Isabelle Valentine, Iron Mountain, Mich. 4 years.
203. Kelley, Kathryn Helen, St. Charles, Ill. 4 years.
204. Kingsbury, Mrs. Stella E., Nunda, Ill. 4 years.
205. Kitson, Ethel Viola Ann, Chicago Heights, Ill. 3 years.
206. Koehler, Elsie Irene, Rock Island, Ill. 4 years.
207. Langworthy, L. R., Kemmerer, Wyo. 3 years.
208. Lotz, Cora S., St. Charles, Ill. 3 years.
209. McCleary, Lepha Gertrude, Principal High School, Yorkville, Ill.  
4 years.
210. McEwan, Francis Richard, Woodstock, Ill. 4 years.
211. McLean, Sarah, Streator, Ill. 3 years.
212. Mann, Jessie Rebecca, Laboratory Assistant, Northern Illinois  
State Normal School. 3 years.
213. Mason, Anna E., Cherry, Arizona. 4 years.
214. Mitchell, Maud, East St. Louis, Ill. 4 years.
215. Nichols, Marvin, Plano, Ill. 2 years.
216. Nicholson, Marguerite M., Chicago, Ill. 4 years.
217. Walcott, (Patchin,) Edith M., Batavia, Ill. 1 year.
218. Peebles, Edith Austin, Waukegan, Ill. 4 years.
219. Pepper, Homer, W., Principal Public Schools, Albany, Ill. 3  
years.
220. Peterson, Mary Elizabeth, Sycamore, Ill. 4 years.
221. Plummer, Ruth, Waukegan, Ill. 4 years.
222. Redeker, Ella Augusta, Elgin, Ill. 3 years.
223. Richardson, Alice M., Elgin, Ill. 4 years.
224. Ritzman, Floyd R. Principal Schools, Buda, Ill. 4 years.
225. Robson, Julia Louise, Jones School, Chicago, Ill. 4 years.
226. Roth, Lillie May, Rock Island, Ill. 4 years.
227. Rovelstad, Gudrun, Elgin, Ill. 4 years.

*Catalogue and Course of Study.*

- 228. Scott, Maud Emily, Dante School, Chicago, Ill. 4 years.
- 229. Selliken, Manda A., Bismarck School, Chicago, Ill. 4 years.
- 230. Smith, Clara Belle, Riverside, Ill. 4 years.
- 231. Sweeney, Kathryn R., Lafayette School, Chicago, Ill. 4 years.
- 232. Talbot, Mary Helen, Joliet, Ill. 4 years.
- 233. Tazewell, Zada Z., DeKalb, Ill. 4 years.
- 234. Tearney, Orville Addison, Canton, Ill. 4 years.
- 235. Troxell, Eleanor, Chicago Heights, Ill. 4 years.
- 236. Vatter, Rose Albertine, Wadsworth School, Chicago. 4 years.
- 237. Wahl, Lydia Ann, died at Beloit Wis., Nov. 4, 1906.
- 238. Miller, (Ward,) Lula G., Chicago, Ill. 500 Washington Blvd. 2 years.
- 239. Wetzell, Emma Elsie, Elgin, Ill. 4 years.
- 240. Wiltse, John C., Cortland, Ill. 1 year.
- 241. Zimmer, Genevieve Florence, Belvidere, Ill. 4 years.
- 242. Duncan, (Zoller,) Florence E., DeKalb, Ill. 3 years.

Class of 1905.

- 243. Baker, Carolyn Valentine, Santa Cruz, Cal. 3 years.
- 244. Baker, Evelyn Daisy, Santa Cruz, Cal. 3 years.
- 245. Barr, Gertrude Pearle, Joliet, Ill. 3 years.
- 246. Callaway, Ezra Samuel, Grand Junction, Colo. 2 years.
- 247. Markman, (Carmichael,) Edith Caroline, St. Louis, Mo.
- 248. Cary, Charlotte L., Seattle, Wash. 3 years.
- 249. Cockfield, Mabel, Aurora, Ill. 3 years.
- 250. Conley, Charles C., Bozeman, Montana. 3 years.
- 251. Dart, Augusta Smart, Rock Island, Ill. 3 years.
- 252. Dewey, Mabel, Student North Western Univ. 1 year.
- 253. Donovan, Mabel Winnifred, Elgin, Ill. 3 years.
- 254. Dunn, Elizabeth Moore, Chicago Heights, Ill. 3 years.
- 255. Du Von, Mabel Theresa, Chicago Heights, Ill. 3 years.
- 256. Elliot, Mary Gertrude, Irving School, Chicago, Ill. 3 years.
- 257. Farr, Alvin Isaac, Student University of Illinois. 2 years.
- 258. Grimwood, Ada Josephine, Avondale School, Chicago, Ill. 3 yrs.
- 259. Haight, Irene Grace, Evanston, Ill. 3 years.
- 260. Hartwell, Julia Mary, Pawpaw, Ill. 3 years.
- 261. Harvey, Edith Mary, North Rockford, Ill. 3 years.
- 262. Higginbotham, Helen, Elgin, Ill. 3 years.
- 263. Hurley, Coila Pearl, St. Charles, Ill. 3 years.
- 264. Schell, (James,) Nellie, Durand, Ill. 3 years.
- 265. Johnson, Lillie Alida, Batavia, Ill. 3 years.
- 266. Jordan, De Etta Josephine, Aberdeen, S. D. 3 years.
- 267. King, Lora Gladys, Student Northwestern University, 3 years.
- 268. McChesney, Caroline Rebecca, Myra Bradwell School, Chicago. 3 years
- 269. Mercer, Irene, Student University of Wisconsin. 2 years.

*The Northern Illinois State Normal School.*

- 270. McCune, (Montgomery), Grace Anna, Polk, Neb.
- 271. Mull, Cora Ellen, W. Pullman School, Chicago. 3 years.
- 272. Nashold, Fred W. 1 year.
- 273. Nelson, Annie, Lily Lake, Ill. 1 year.
- 274. Clyne, (Nelson) Flora Grace, Maple Park, Ill. 2 years.
- 275. Partridge, Charlotte Russell, Oak Park, Ill. 3 years.
- 276. Partridge, Eleanor Orr, Oak Park, Ill. 3 years.
- 277. Patten, Sarah Elizabeth, Edmond, Okla. 2 years.
- 278. Rahn, Mrs. Alida, Hammond School, Chicago, Ill. 3 years.
- 279. Goble, (Reed) Myrtle A., Calapan, Mindora, P. I.
- 280. Reichardt, John Henry, Austin, Ill. 2 years.
- 281. Rowley, Bessie, Elizabeth Ill. 3 years.
- 282. Samter, Gertrude, Belvidere, Ill. 3 years.
- 283. Shea, John Franklin Edmund, Dimmick, Ill. 1 year.
- 284. Skiles, James Roy, Prin. Public Schools, Capron, Ill. 3 years.
- 285. Truax, Eugene Allison, Prin. Public Schools, Leaf River, Ill. 3 years.
- 286. Turner, Edith Caroline, Student Univ. of Chicago. 2 years.
- 287. Way, Flora, Harvey, Ill. 3 years.
- 288. West, Dorothy Rebecca, Chicago Heights, Ill. 3 years.
- 289. Wilson, May E., Aurora, Ill. 1½ years.
- 290. Parker (Zellar), Vera Pearl, Chicago, Ill. 1 year.

Class of 1906.

- 291. Anderson, Hilma Albertine, Moline, Ill. 2 years.
- 292. Andrews, Sybil Elizabeth, Hebron, Ill. 2 years.
- 293. Austin, Catherine Jane, Student Northwestern University.
- 294. Austin, Vida Almeda, Student Northwestern University.
- 295. Bragg, Edna O., Chicago Heights, Ill. 2 years.
- 296. Breneman, Erna Marie, Chicago Heights, Ill. 2 years.
- 297. Broderick, Mary Frances, Streator, Ill. 2 years.
- 298. Hadfield, (Byers), Grace Ione, Cincinnati, O. 1 year.
- 299. Challand, Grace, Chicago Heights, Ill. 2 years.
- 300. Chase, Eleanor Della, Rockford, Ill. 2 years.
- 301. Cooley, Anna, Desplaines, Ill. 2 years.
- 302. Davison, Roxalena, Chicago Heights, Ill. 1½ years.
- 303. Devine, Mrs. Laura Gedge, Waukegan, Ill. 2 years.
- 304. Diefenthaler, Susie, Streator, Ill. 2 years.
- 305. Dobbin, Anna Mercy, Chicago Heights Ill. 2 years.
- 306. Eck, John William, University H. S., Louisville, Ky. 2 years.
- 307. Edwards, Gertrude, Peru, Ill. 2 years.
- 308. Erb, Mabel Anna, Waukegan, Ill. 2 years.
- 309. Erwin, Emma, Chicago Heights, Ill. 2 years.
- 310. Fellows, Abbie Mable, Elizabeth, Ill. 2 years.
- 311. Finkenbinder, Walter E., Student Univ. of Ill. 1 year.

*Catalogue and Course of Study.*

312. Glidden, Josephine Frances, Chicago Heights, Ill. 2 years.
313. Hanrahan, Alice Kathryn, DeKalb, Ill. 2 years.
314. Hayward, Olive Marguerite, Beloit, Wis. 2 years.
315. Heine, Anna Helena, Idaho Falls, Idaho. 2 years.
316. Hesselbaum, Caroline, Plano, Ill. 2 years.
317. Kays, Donald John, Rockford High School. 2 years.
318. Kemp, Elizabeth May, Lake Forest, Ill. 2 years.
319. Kleckner, Bertha Diana, Chicago Heights, Ill. 2 years.
320. Kochsmeier, Meta Emily, Rock Island, Ill. 2 years.
321. Fraser, Julia Belle, Lowell, Arizona. 1 year.
322. McDole, Ada Catherine, DeKalb, Ill. 2 years.
323. McQueen, M. Virginia, Sioux City, Iowa. 2 years.
324. Meese, Lillian Gertrude, Moline, Ill. 1 year.
325. Morse, Maud Blanche, Elgin, Ill. 2 years.
326. Morrison, (Muzzy), Bertha Mae, DeKalb, Ill. 1 year.
327. Nelson, Lucile Annabel, Decatur, Ill. 2 years.
328. Newton, Clara Belle, Elgin, Ill. 2 years.
329. Noel, Corinna, Cherry Valley, Ill. 2 years.
330. Overholser, Vinnie, Chicago Heights, Ill. 2 years.
331. Parker, Cecil Maud, Oak Park, Ill.  $\frac{1}{2}$  year.
332. Perry, Lafayette Day, Berwyn, Ill. 2 years.
333. Peterson, Alma Gustine, DeKalb, Ill. 2 years.
334. Phillips, Edith Mae, Elgin, Ill. 2 years.
335. Quinlan, Katharine, Harlem, Ill. 2 years.
336. Rodger, Mary Janet, Braceville, Ill. 1 year.
337. Rosencrans, Mae, Chicago Heights, Ill. 2 years.
338. Runner, Edna M., Evanston, Ill. 2 years.
339. Schell, Harmon Frank, Principal Public Schools, Durand, Ill. 2 years.
340. Schneider, Emma Dorothea, Darwin School, Chicago, Ill. 2 years.
341. Senneff, Bertha Adella, Rock Falls, Ill. 2 years.
342. Sherwood, Goldie Fay, Malta Ill. 2 years.
343. Spoor, Gertrude J., Byron, Ill. 2 years.
344. Swift, Olive, DeKalb, Ill.  $1\frac{1}{2}$  years.
345. Tanner, Florence May, Student Univ. of Illinois. 1 year.
346. Townley, Carrie Esther, Elizabeth, New Jersey. 2 years.
347. Van der Veer, Hazel Wilson, Elgin, Ill. 2 years.
348. Vial, Sarah Adelia, Lyons, Ill. 2 years.
349. Walker, Joseph Robert, Principal Public Schools, Ohio, Ill. 2 years.
350. White, Grace, Shabbona, Ill. 1 year.
351. Wichman, Hannah L., Lead, N. D. 2 years.
352. Wiswall, Hazel Aline, Student Oberlin College.
353. Wiswall, Vera Minerva, Student Oberlin College.

*The Northern Illinois State Normal School.*

354. Worthington, Ethel, DeKalb, Ill. 2 years.  
355. Wright, Clark Gage, Principal Public Schools, Rockton, Ill. 1 year.

Class of 1907.

356. Brennen, Lucie Alexis, Chicago Heights, Ill. 1 year.  
357. Briggs, Elda Gertrude, Franklin, Neb. 1 year.  
358. Bryant, Emma Evelyn, Paw Paw, Ill. 1 year.  
359. Carbonell, Mariano, B., San Fernando, P. I. 1 year.  
360. Carpenter, Helen Fellows, Critic, Normal School, Bloomsburg, Pa. 1 year.  
361. Chamberlain, Maude E., Kemmerer, Wyo. 1 year.  
362. Cole, Francis W., Principal Public Schools, Oswego, Ill. 1 year.  
363. Connell, Ivy Fern, Waukegan, Ill. 1 year.  
364. Cornell, Wm. S., Sugar Grove, Ill.  
365. Crumb, Frances, St. Charles, Ill. 1 year.  
366. Dean, Dolly Isabel, Supervisor Primary Grades, Champaign, Ill. 1 year.  
367. Drury, Aldana A., Park Ridge, Ill. 1 year.  
368. Evans, Lewellen Hunt, Waukegan, Ill. 1 year.  
369. Fay, Bertha Harmon, Sterling, Ill. 1 year.  
370. Freeland, Viola, Thatcher, Arizona. 1 year.  
371. Gale, Alberta, DeKalb, Ill. 1 year.  
372. Grube, Anna L., Detroit, Michigan.  
373. Hammond, Jane Belle, DeKalb, Ill. 1 year.  
374. Hayford, Mildred, Aurora, Ill. 1 year.  
375. Hiland, Ada A., DeKalb, Ill. 1 year.  
376. Horan, Sallie A., DeKalb, Ill. 1 year.  
377. Johnson, Grace Viola, Moline, Ill. 1 year.  
378. Klamser, Elsie Mildred, Aurora, Ill. 1 year.  
379. Lane, Gilberttena, Principal Public Schools, Waterman, Ill. 1 year.  
380. Lunde, Hattie Josephine, Durand, Ill. 1 year.  
381. Lundgren, Effie, Elgin, Ill. 1 year.  
382. McAllister, Josephine, Evanston, Ill. 1 year.  
383. McNerney, Winifred, Elgin, Ill. 1 year.  
384. Mallin, Maud, Evanston, Ill. 1 year.  
385. Miller, Emily Eliza, Waukegan, Ill. 1 year.  
386. Mitchell, Ethelyn, Elgin, Ill. 1 year.  
387. Morris, Mylitta, Batavia, Ill. 1 year.  
388. Nera, Antonio, Manilla, P. I. 1 year.  
389. Newcomer, Edna, A., Elgin, Ill.  
390. Nilson, Minnie, A., Waukegan, Ill. 1 year.  
391. Obye, Harriet, Galena, Ill. 1 year.  
392. Olsen, Mabel Elaine, Elgin, Ill. 1 year.  
393. Peterson, Emma W., Wahoo, Neb. 1 year.



*Catalogue and Course of Study.*

- 394. Ramirez, Gregorio Hagonoy, Bulacan, P. I. 1 year.
- 395. Richardson, Ivy A., Steger, Ill. 1 year.
- 396. Rodger, Sarah Margaret, Verona, Ill.  $\frac{1}{2}$  year.
- 397. Ross, Hilma, L., DeKalb, Ill. 1 year.
- 398. Sagle, Anna Mae, Sabbona, Ill. 1 year.
- 399. Sarbaugh, Edith Elizabeth, Oak Park Ill. 1 year.
- 400. Saxton, Ruth, Belvidere, Ill. 1 year.
- 401. Schnebly, Jennie, Critic, State Normal School, Valley City, N. D.  
1 year.
- 402. Shoger, Mary Clara, Aurora Ill. 1 year.
- 403. Sholes, Ruth Wicker, Oak Park, Ill.
- 404. Slater, Berdella, Waukegan, Ill. 1 year.
- 405. Smith, Grace Pearl, Genoa, Ill.  $\frac{1}{2}$  year.
- 406. Starring, Adaline, Oak Park, Ill. 1 year.
- 407. Stephens, Bessie E., Waukegan, Ill. 1 year.
- 408. Stevenson, Genevieve, St. Charles, Ill. 1 year.
- 409. Stockley, Esther Lucile, Belvidere, Ill. 1 year.
- 410. Swarthout, Alice M., Principal Public Schools, Kingston, Ill. 1  
year.
- 411. Thomson, Martha, DeKalb, Ill. 1 year.
- 412. Uthoff, Mary, Chicago Heights, Ill. 1 year.
- 413. Voigt, Alfreda, Freeport, Ill. 1 year.
- 414. Ward, Mabel C., Elgin, Ill. 1 year.
- 415. Woodburn, Mary, Steger, Ill. 1 year.









**Illinois  
State  
Reformatory  
Print.**













UNIVERSITY OF ILLINOIS-URBANA



3 0112 111979693